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ABSTRACT

This guide is designed for Latvian language training of Peace Corps workers in Latvia, is intended for use in a competency-based language training program, and reflects daily communication needs in that context. It consists of an introductory section on the history, alphabet, and phonology of the Latvian language and a series of 13 topical instructional units. Each unit contains a page of information about an aspect of Albanian culture and between one and seven lessons, each targeting a specific language competency. Lessons include the targeted competency, a brief dialogue, vocabulary list(s), grammar and vocabulary notes, and in many cases, pronunciation notes. Unit topics include greetings and introductions, classroom communication, conversation with a host counterpart or family, money communications services, food, transportation, giving and getting directions, shopping, invitations and social behavior, discussing work, and health and medical services. Appended materials include dialogue translations in English, additional grammar notes, and a Latvian-English glossary. (MSE)

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Latvian

Language Competencies for Peace Corps Volunteers in the Republic of Latvia

by

Helen M. Viksnins

1992

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PEACE CORPS
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Acknowledgments

This book is one of four Peace Corps language texts prepared under the supervision of Nancy Clair in early 1992. It is hoped that this draft will be helpful in the initial language training for Volunteers in Latvia. Most language text books take years to complete; this text was planned, written, and printed in less than four months. Working at a great distance from the country where this language is to be learned and spoken by the Volunteers, the authors have gone to great lengths to provide authentic language and as much useful explanatory material as possible. The book will certainly benefit from revisions, additions, and improvements in subsequent editions, but we are proud to have this volume ready for use by the first group of PCVs to enter Latvia. It is the result of work not only by the author(s), but also by Nancy Clair and staff at Peace Corps Washington headquarters, especially Toni Borge, Training Officer for PACEM. The textbook project was initiated by PACEM Regional Director, Jerry Leach. I have been responsible for editing the English prose and providing technical support.

Douglas F. Gilzow
Language Training Specialist
Office of Training and Program Support

May 1992

Preface

This book is intended to be used in a competency-based language training program. A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of the communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies included in this book are those which we anticipate Peace Corps Volunteers will need most during their initial months in the country.

The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners—especially Peace Corps Volunteers—are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. (It is expected that further needs assessments will be conducted in order to plan revisions to this text). Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can—and should—be taught through a variety of

techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, this book will provide the basis for interesting, relevant language instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.

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Basic Introduction to the Latvian Language

The Latvian language is the second oldest language in the Indo-European language family tree which consists of most of the European languages. Latvian and Lithuanian (the oldest) have their own branch on the tree: the Baltic branch. Their grammars can be helpful in studying Sanskrit, a language that used to be on the tree, but is no longer spoken.

During the last 800 years Latvia was occupied by Germany, Russia, and Sweden. As a result the Latvian language has many words from those languages and others that have had some influence. Today you can hear people on the streets of Riga speaking about "bizness" (business) and "kooperativs" (cooperative)!

To pronounce Latvian sounds correctly, it is necessary to smile. Latvian sounds are all produced on the periphery of the mouth. Since Americans are used to saying most vowels closer to the middle of their mouths, they have to smile when speaking Latvian to make it easier for the tongue to get to the right places. Hopefully, you will make a good impression in two ways: a very friendly countenance and correct Latvian pronunciation!

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The following introduction to Latvian is from Easy Way to Latvian, by Līga K. Streipa, The Bilingual Institute, Morton Grove, Illinois, 3rd Edition, 1991 (Permission to reprint has been granted.)

The Latvian Language

Each language has its own peculiarities and its own character. Here are a few points to remember when learning Latvian:

* There are no articles, "a," "an" and "the" in the Latvian language. (However, the articles can be implied by the endings of adjectives.)

* There are special markings called diacritical marks for the letters a, e, i , o, u, and c, g, k, l, n, r, s and z. These become **ā, ē, ī, ō, ū** and **č, ģ, ķ, ļ, ņ, ŗ, š** and **ž**, indicating changes in pronunciation. The Latvian alphabet and explanations for pronunciation follow, but the best way to learn the correct intonation is to listen to and repeat after [your teacher].

* Latvian is a highly inflected language. That means that the endings of nouns, pronouns, adjectives and numerals change depending on whether they are masculine or feminine, how they are used within the sentence, etc. Other changes apply to verbs. For the beginner this can be confusing.

The Latvian Alphabet

The Latvian alphabet uses 22 Roman letters. Thirteen of these are repeated for modification by special additions called diacritical marks. Some indicate the lengthening of vowels (**ā, ē, ī, ō, ū**) while others indicate palatal consonants (**č, ģ, ķ, ļ, ņ, ŗ, š, ž**). All are important aids in proper pronunciation. In two instances, two-letter combinations (**dz, dž**) are used to indicate single sounds. Because four letters used in the English language - q, w, x, y - are not used in Latvian at all, the actual alphabet consists of 37 letters.

A a	**galva** (head)	away
Ā ā	**māsa** (sister)	father
B b	**brālis** (brother)	big
C c	**citi** (others)	cats
Č č	**četri** (four)	church
D d	**diena** (day)	day
Dz dz	**dzert** (to drink)	buds
Dž dž	**dadži** (thistles)	jump
E e	(1) **es** (I)	egg
	(2) **esmu** (I am)	bad
Ē ē	(1) **ēst** (to eat)	chair
	(2) **tēvs** (father)	mad
F f	**foto** (photo)	find

G g	**galds** (table)	good
Ģ ģ	**ģimene** (family)	(no equiv.)
H h	**humors** (humor)	hello
I i	**silts** (warm)	sit
Ī ī	**īss** (short)	feet
J j	**jauns** (young)	yes
K k	**kāja** (leg)	king
Ķ ķ	**kaķis** (cat)	(no equiv.)
L l	**labs** (good)	left
Ļ ļ	**ļaudis** (people)	(no equiv.)
M m	**māte** (mother)	main
N n	**nakts** (night)	no
Ņ ņ	**ņemt** (to take)	pneumatic
O o	**(1) ola** (egg)	wallet
	(2) polka (polka)	yolk
Ō ō	**ōpera** (opera)	more
P p	**putns** (bird)	pen
R r	**roka** (hand)	brogue
Ŗ ŗ	**kaŗš** (war)	rheumatic
S s	**suns** (dog)	seven
Š š	**šeit** (here)	shoe
T t	**tēvs** (father)	ten
U u	**uguns** (fire)	put
Ū ū	**ūdens** (water)	food
V v	**vecs** (old)	vote
Z z	**zeme** (earth)	zero
Ž ž	**žēl** (pity)	pleasure

Notes on pronunciation

The Latvian standard alphabet is a phonetic alphabet, with each of its letters corresponding to one sound only. Occasionally there are contrasts in pitch between words containing the same letters. The Latvian words **lauks** "field" and **jauks** "pleasant" both contain the letters a and u, but due to

the application of a different pitch, the correct pronunciation differs slightly.

There are cases where the correct use of the pitch indicates different meanings: **rīt** "tomorrow" and **rīt** "to swallow" are one example. These you will learn through listening and talking.

Latvian words are generally pronounced with the stress on the first syllable. Exceptions are a few commonly used words of greeting, such as **labrīt** "good morning" and **ardievu** "goodbye", and words derived from foreign languages.

There is also a standard pattern for stressing entire sentences. Unless the stress pattern is purposefully altered, there is a light stress at the beginning of each sentence and a heavier stress at the end: Ārā ir ļoti AUKSTS. "Outside it is very cold". In sentences of only two words, the stress is placed on the second word: **Viņš lasa.** "He reads." In addition, the pitch of both the sentence and paragraph is a descending one.

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About this manual

This manual is written in the competency-based language curriculum, which breaks down "survival" language into general topics, and then specific competencies. Competency in a topic means that you will be basically able to perform certain tasks, while building a foundation in the language structure.

At the end of each topic you will find a verse called a "daina". These are folk songs, ancient songs that provided a spiritual and practical system for the Latvians before Christianity arrived in the 13th century. The songs have stayed with the Latvians through 900 years of different masters and languages. There are about 80,000 songs with many more variations. They were collected by a man named Krišjānis Barons at the end of the 19th century, just as Bela Bartok did in Hungary in this century. Dainas are usually composed of four-line stanzas, and express some kind of story or sentiment.

TOPIC 1

PERSONAL IDENTIFICATION

Competencies

1. TO GREET OTHERS AND BE GREETED
2. TO IDENTIFY SELF (NAME, COUNTRY OF ORIGIN)
3. TO INTRODUCE SELF AND OTHERS
4. TO INQUIRE ABOUT HEALTH AND RESPOND POSITIVELY AND NEGATIVELY
5. TO SAY GOODBYE

CULTURE NOTE

INTERPERSONAL RELATIONSHIPS IN LATVIA

In English there is only one way of saying "you". However, in Latvian there are two. The difference lies in the kind of relationship you have with the other person. If you know someone well or if he/she is much younger than you, you can call him/her **tu**. However, when speaking to an older person or to someone not so familiar, you must call that person **jūs.**

Young people often address each other **tu** quite quickly. Only after friendship has been established and someone has asked you to call him **tu**, can the singular be used. **Tu** can be used freely when speaking to children.

Because of their many years of occupation by the Soviets, Latvians have assimilated some of the habits of interpersonal relations that were necessary for their survival. These will be disappearing slowly as their feelings of freedom grow, but some may still be apparent today.

For example, in many places in America, people smile at one another and greet each other when passing on streets. In Latvia, however, such actions used to be discouraged. Everyone was forced to stay as anonymous as possible. If someone noticed you, that could mean that he would remember seeing you at that place and could tell the authorities you had been there.

Similarly, when meeting someone one-on-one for the first time, it may be possible that Latvians might have the same kind of "stone face" that was cultivated for appearances in public during the Soviet occupation.

1. COMPETENCY: To greet and be greeted

SITUATION: Workplace

ROLES: PCV - Colleague

C: **Labdien!**
PCV: **Sveiki! Kā jums iet?**
C: **Man iet labi, paldies. Un jums?**
PCV: **Paldies, labi.**

VOCABULARY

labdien	good day
sveiki	greetings
kā	how
jums	for you (dative)
iet	going, to go
man	for me
labi	well
paldies	thank you
un	and

GRAMMAR AND VOCABULARY NOTES

The word **labdien** is actually two words put together: **laba** "good" and **diena** "day." The same applies when saying "good morning": **labrīt**, and "good evening": **labvakar**.

Sveiki is the most common greeting in Latvian, but some people prefer **labdien**.

Kā jums iet? is literally translated: "how are things going for you?," but the word for "things" has been dropped.

PRONUNCIATION NOTE

The vowel combination "ie" is pronounced like the vowel sound in ear. As was explained in the overview, most Latvian words are pronounced with emphasis on the first syllable. However, in **labdien** and **paldies** the second syllable is emphasized, due to the fact that both words were originally two words.

The vowel combination "ei" in **sveiki** is pronounced like the vowels in hey.

2. COMPETENCY: To identify self

SITUATION: Social situation

ROLES: PCV - New acquaintance

NA: Mans vārds ir Daina. Es esmu latviete.
PCV: Mans vārds ir Joe. Es esmu amerikānis.

VOCABULARY

mans	my, mine
vārds	name
ir, būt	is, to be
Es	I
esmu, būt	I am, to be
latviete	Latvian (fem.)
amerikānis	American (masc.)

GRAMMAR AND VOCABULARY NOTES

When writing someone's nationality, the first letter of the word is not capitalized. (Example: **krievs**, "Russian") However, the country's name is always capitalized. (**Amerika**, "America"; **Krievija**, "Russia") Also, the nationality will correspond to the gender of the person. In this case, Daina is a female name, which is reflected in the form **latviete**. (Masculine is **latvietis**.)

In Latvian, the personal pronouns are **es, tu, viņš/viņa, mēs, jūs,** and **viņi**.

The verb **būt** "to be" also can mean "to have". This is a very important verb, since it is used to form more complicated tenses, as in English. It is conjugated very irregularly, so it has to be memorized. In the present tense:

Es esmu	I am	**Mēs esam**	We are
Tu esi	You are	**Jūs esat**	You are
Viņš ir	He is	**Viņi ir**	They are

The past tense:

Es biju	I was	**Mēs bijām**	We were
Tu biji	You were	**Jūs bijāt**	You were
Viņš bija	He was	**Viņi bija**	They were

The future tense:

Es būšu	I will be	**Mēs būsim**	We will be
Tu būsi	You will be	**Jūs būsit**	You will be
Viņš būs	He will be	**Viņi būs**	They will be

3. COMPETENCY: To introduce self and others

SITUATION: In the apartment

ROLES: PCV - Roommate - Friend

PCV: **Aija, iepazīsties ar manu istabas biedreni, Māru!**
Aija: **Ļoti patīkami.**
PCV: **Šī ir mana draudzene, Aija.**
Māra: **Priecājos, Aija!**

VOCABULARY

iepazīsties, iepazīties	to meet
ar	with
istabas biedreni, biedrene	roommate
ļoti	very
patīkami	nice
šī	this
draudzene	friend (fem.)
priecājos	I'm delighted

GRAMMAR AND VOCABULARY NOTES

The Latvian language divides all nouns into masculine and feminine. The way to distinguish the two is found in the endings. Masculine endings are: **-s, -š, -is, -us.** Feminine endings are: **-a, -e, -s.** Notice there are **-s** ending nouns in both feminine and masculine. Luckily, there are few enough of these **-s** ending nouns in the feminine that they can be memorized. (See appendix)

The pronouns **šis** and **šī** both mean "this," but in the two genders. They can be used to denote both people and things. They are also declined like all adjectives and nouns.

4. COMPETENCY: To inquire about health and respond positively or negatively

SITUATION: Living quarters

ROLES: PCV - Roommate

(PCV looks sickly.)

R: **Vai tu nejūties labi?**
PCV: **Nē.**
R: **Kas tev vainas?**
PCV: **Man vēders sāp...**
(Later.)
R: **Kā tu jūties?**
PCV: **Paldies. Es tagad jūtos daudz labāk.**

VOCABULARY

vai	question word
nejūties, nejusties	not to feel
nē	no
kas	question word: what
tev	for you
vainas, vaina	wrong
vēders	stomach
sāp, sāpēt	to hurt
jūties, jūtos, justies	to feel
tagad	now
daudz	much
labāk	better

GRAMMAR AND VOCABULARY NOTES

Verbs are made negative by adding **ne-** in front of the word. For example, **justies** "to feel" - **nejusties** "not to feel".

Vai, **kas**, and **kā** are three of the question words used in Latvian. **Vai** has no direct translation; it is used where "are" is used in English. **Kas** means "what," while **kā** means "how."

5. COMPETENCY: To say goodbye

SITUATION: End of a work day

ROLES: PCV - Colleague

PCV: Uz redzēšanos, Jāni!
C: Uz redzēšanos! Satiksimies rīt!

VOCABULARY

uz	to
redzēšanos	seeing
satiksimies, satikties	to meet
rīt	tomorrow

GRAMMAR AND VOCABULARY NOTES

Uz redzēšanos is roughly the same sort of saying as the Spanish "Hasta la vista" or the French "Au revoir".

There are less formal ways of saying goodbye. The most informal is **Attā**, which has no translation except "bye". The most common goodbye amongst young people is **Ča̧u** which is the Italian "Ciao" made Latvian.

DAINA

Kas var mani aizrunāt?	Who can speak more?
Kas var mani aizdziedāt?	Who can sing more?
Es jau biju to ļautiņu,	I'm of those people,
Dziedātāju, runātāju.	The singers and the speakers.

TOPIC 2

CLASSROOM ORIENTATION

Competencies

1. TO EXPRESS LACK OF COMPREHENSION AND REQUEST REPETITION
2. TO FIND OUT TARGET LANGUAGE FOR UNKNOWN
3. TO RESPOND TO INSTRUCTIONS AND QUESTIONS

CULTURE NOTE

TEACHING IN LATVIA

Many Latvian high schools have historically provided a very career-oriented curriculum. That is, you didn't find many liberal arts majors in Latvia. Students generally tried to find a school that would train them for a specific occupation. Therefore, vocational high schools are taken very seriously, because a graduate has a definite trade in which to look for work after graduation.

In Latvia, as in most of the former Soviet republics, teachers were used to presenting Communist doctrine shrouded in the subjects of history, geography, language, literature, and political science. Today, however, Latvian schools are attempting to use structures similar to ones in democratic countries. For example, students in high school are now allowed to choose the subjects they will study during a given year. Also, there is a new liberal arts high school that is very popular among artistically inclined youth.

As a result of the new openness in school, teacher-student relationships have become more based on familiarity and trust than previously. Popular teachers are respected and liked, just as they are in other countries. However, there are no major problems with discipline in high schools, as there are in many places in the United States. You will find your share of troublemakers in class, but this is something that transcends cultural boundaries.

There was an article published recently in one of the Latvian newspapers (**Rīgas balss**) that discussed one student's transgressions in class and the reaction from parents, teachers, principal, and the Ministry of Education. It seemed to illustrate how everyone is confused about the massive fundamental changes in real life and how to respond. The student responds by acting out in class, the parents respond by defending their child, the teachers respond by defending their methods (the students are a group and must realize that), and the principal defends the teachers. The Ministry official was forced to admit that the Ministry could not do much in the individual schools. She said: "Unfortunately, the situation in schools is moving very slowly. Up til now, we had collective education, now we are focusing on the child's personality, individuality."

1. COMPETENCY: To express lack of comprehension and request repetition

SITUATION: Classroom

ROLES: PCV - Teacher

T: **Lūdzu attaisi logu!**
PCV: **Es nesaprotu. Lūdzu atkārtojiet!**
T: **Attaisi logu!**
PCV: **Ko nozīmē "attaisi?"**
T: **Ko tu nesaproti?**
PCV: **Es nesaprotu vārdu "attaisi."**
T: **"Attaisi" nozīmē "open."**

VOCABULARY

lūdzu	please
attaisi, attaisīt	to open
nesaprotu, -i, nesaprast	not to understand
atkārtojiet, atkārto, atkārtot	to repeat
logu, logs	window
ko	what
nozīmē, nozīmēt	to mean
vārdu, vārds	word

GRAMMAR AND VOCABULARY NOTES

When using the imperative, you always end the sentence with a exclamation point. In this dialogue, you see both plural and singular imperative moods. The plural imperative mood is formed by adding **-iet** to the root of any active verb, while the singular is the same as the regular second person singular active verb in the present tense.

Atkārtot "to repeat" is the infinitive, **atkārto!** is second person singular imperative, and **atkārtojiet!** is the plural imperative, while **atkārtojat** is the second person plural present tense.

Latvian verbs are divided into three conjugations, I, II, and III. Each conjugation has both active and reflexive verbs.

The root of I conjugation verbs in the infinitive are always only one syllable.

prast "to be able to" (from which comes **nesaprast** in this dialogue)
The dashes show where the root ends and the suffix begins.
The conjugations will only be shown here in the present tense:

es prot-u **mēs prot-am**
tu prot-i **jūs prot-at**
viņš, viņa, viņi prot-

From the second conjugation, the example can be:
zīmēt "to draw" (from which comes **nozīmēt**)

es zīmēj-u **mēs zīmēj-am**
tu zīmē- **jūs zīmēj-at**
viņš, viņa, viņi zīmē-

From the third conjugation, the example:
taisīt "to make" (from which comes **attaisīt**)

es tais-u **mēs tais-ām**
tu tais-i **jūs tais-āt**
viņš, viņa, viņi tais-a

Other verb endings are: **-āt**, and **-ot**. There are several groups of verbs within each of the second and third conjugations, but, basically, this illustrates the most common verb endings for each person.

2. COMPETENCY: To find out target language for unknown

SITUATION: Classroom

ROLES: PCV - Teacher

PCV: **Kā šo sauc latviski?**
T: **Latviski to sauc par "galdu."**
PCV: **Un kā saka "friend"?**
T: **"Friend" latviski ir "draugs."**

VOCABULARY

sauc, saukt	to call
latviski	in Latvian
to, tas	that
galdu, galds	table
saka, sacīt	to say

GRAMMAR AND VOCABULARY NOTES

The ending "-iski" is used to change a nation's name to the language: "krieviski", "angliski" (in Russian, in English).

Latvian nouns are divided into six declensions:
three masculine, **a**-stem, **i**-stem, **u**-stem; and
three feminine, **a**-stem, **e**-stem, and **i**-stem.

Each declension has five cases, with different endings: nominative, genitive, dative, accusative, and locative. The nominative case is used for the subject of the sentence, the genitive to denote possession, the dative for indirect objects, the accusative for direct objects, and locative to denote place.

See Appendix for examples of declensions and a more expanded explanation of cases.

3. COMPETENCY: To respond to instructions and questions

SITUATION: Classroom

ROLES: PCV - Teacher

T: **Klausies uzmanīgi!**
PCV: **Labi.**
T: **Tagad, noraksti!... Vai tu esi pabeigusi?**
PCV: **Vēl nē. Pagaidiet, lūdzu!**

VOCABULARY

klausies, klausīties	to listen
uzmanīgi	carefully
noraksti, norakstīt	to write down
pabeigusi, pabeigt	to finish
vēl	yet
pagaidiet, pagaidīt	to wait a little bit

GRAMMAR AND VOCABULARY NOTES

Prefixes are widely used in Latvian to expand on the base of verbs. Each prefix usually has a few regular meanings, such as **pabeigusi** in which **pa-** means "finished", while the same prefix in **pagaidiet** is used to mean "a little bit." See Appendix for more meanings of verbal prefixes.

PRONUNCIATION NOTE

The sound **au** in **klausies** is very similar to the exclamation "ow" in English.

DAINA:

Dziesmiņ' mana, kā dziedama,	My little song and how to sing it,
Ne tā mana pamanīta;	I didn't even notice;
Vecā māte pamācīja,	[Because] Grandmother taught me,
Aizkrāsnē tupēdama.	As she sat by the oven.

TOPIC 3

HOST COUNTERPART (SOCIAL LANGUAGE & HOUSING)

Competencies

1. TO ASK AND ANSWER PERSONAL INFO. QUESTIONS
2. TO DESCRIBE OWN FAMILY
3. TO ASK ABOUT COUNTERPART'S FAMILY
4. TO DESCRIBE PEACE CORPS ROLE
5. TO ASK ABOUT APARTMENT
6. TO ASK ABOUT RESTROOM FACILITIES

CULTURE NOTE

FAMILIES AND PERSONAL INFORMATION

Latvian families were forced to live quite close together during the Soviet occupation, because when new apartments were built they often were given to Russians rather than Latvians. Therefore, it is not unusual to find as many as three families, all interrelated, living in one apartment. Each small family has their own room, and there is a large living area. The kitchen is divided into areas, which, for example, may include a kitchen table for each family. It is also typical to have many unrelated families sharing an apartment, which can lead to other problems.

The Latvian family can have many configurations, just as in America. However, the roles played by the family members are quite typical. There is often an older woman, a grandmother, who is the major food provider and preparer. If there is no such woman, the function needs to be shared by the rest of the family. Often, working adults and students need to plan their schedules around acquiring the food the family will eat that day. Adults leave their workplaces in the middle of the day to stand in the many lines, and students forgo after-school activities to help their parents. Relatives that live in the country are a valuable asset, as they can provide fresh produce and milk to keep their city cousins going.

Children are forced to mature very early, because of the many worries in everyday life. Imagine spending your formative years in lines with your babysitter, your grandmother, waiting for food! Young girls learn to sew and knit, not only because of tradition, but because of necessity: there are no clothes to be bought in the stores.

Latvian youth marry quite young - often by age 18. There are also many divorces and remarriages, as one might expect for those who marry so young. This may lead to many questions from the host country nationals for the Peace Corps Volunteer. A PCV at age 25 may feel quite young and unwilling to be married, but will seem to be either an old maid or a confirmed bachelor in the Latvians' eyes.

Another difference in Latvian interpersonal relationships that will be very obvious to Americans is that women are expected to carry the brunt of housework, child care, food acquisition and preparation. Latvian men will perform heavier chores: home improvements, more rigorous gardening, etc.

1. COMPETENCY: To ask and answer personal information questions

SITUATION: Social gathering

ROLES: PCV - HCN

PCV: **Tas ir interesants gredzens. Vai tas ir laulības gredzens?**
HCN: **Nē, laulības gredzens man ir labajā rokā. Tas gredzens saucās Nameja gredzens.**
PCV: **Vai tu esi precējies?**
HCN: **Jā, es apprecējos pirms diviem gadiem.**
PCV: **Vai jums ir bērni?**
HCN: **Man ir dēls vārdā Miķelis. Vai tu esi precējies?**
PCV: **Nē, es esmu neprecējies.**

VOCABULARY

interesants	interesting
gredzens	ring
laulības, laulība	wedding
labajā, labais	right
rokā, roka	hand
precējies, precēties	to marry
apprecējos, apprecēties	to be married
diviem, divi	two
gadiem, gadi	years
bērni	children
dēls	son
vārdā, vārds	by the name of
neprecējies, neprecēties	to be unmarried

GRAMMAR AND VOCABULARY NOTES

Here we see the verb **precēties** "to marry" in many different forms. This is a reflexive verb. All reflective verbs end with **-ies**. They are used to denote something being done to the subject of the sentence, something done together with the subject, something that is happening by itself, or a sudden activity. Also, notice that the endings are different from active verbs.

es prec-os
tu prec-ies
viņš, viņa, viņi prec-as

mēs prec-amies
jūs prec-aties

2. COMPETENCY: To describe own family

SITUATION: Apartment

ROLES: PCV - Host counterpart

HC: **Cik tavā ģimenē ir bērnu?**
PCV: **Man ir trīs māsas un divi brāļi.**
HC: **Tik liela ģimene!**
PCV: **Mana mamma ļoti mīl bērnus.**

VOCABULARY

cik	how many
tavā	in your
ģimenē	in the family
trīs	three
māsas	sisters
brāļi	brothers
tik	such
liela	big (feminine)
mana	my
mamma	mother
mīl	loves
bērnu, bērnus	children

GRAMMAR AND VOCABULARY NOTES

The declension of adjectives always correspond with the declension of nouns. Notice that the word **ģimene** is in the feminine, so, therefore, **liela** is also feminine. Masculine would be **liels**.

Cik is always used with the genitive, because in asking "how many", you are asking "how many of", and genitive is the declension that shows possession.

PRONUNCIATION NOTE

The **ģ** in **ģimene** is one of the sounds in Latvian that has no comparison in English. The closest possible thing (which isn't really close) is putting the sound "d" with the sound "y".

3. COMPETENCY: To ask about counterpart's family

SITUATION: Apartment

ROLES: PCV - HC

PCV: **Vai tev ir māsas un brāļi?**
HC: **Man māsu nav. Man ir jaunākais brālis, Jānītis.**
PCV: **Cik vecs viņš ir?**
HC: **Daudz jaunāks par mani. Viņam ir tikai pieci gadi.**

VOCABULARY

nav	not to have
jaunākais, jaunāks	youngest, younger
brālis	brother
vecs	old
viņš, viņam	he
par	than
tikai	only
pieci	five

GRAMMAR AND VOCABULARY NOTES

With the verb **nav**, the dative is always used for the subject, while genitive is used for the object. The verb **būt** "to be" turns into the verb "to have" when the subject is in the dative. **Nav** is the negative of **būt**. The object is in the genitive, because once again (as with **cik**) the question is about possession.

Latvians use diminutives to denote closeness or youth. The brother's name has been made diminutive (**Jānītis** from **Jānis**) to reflect the fact that he is younger. With the noun endings **-s**, **-š**, and **-a**, the diminutive suffix is

-iņš, **-iņa**, while with the endings **-is** and **-e**, the suffix is **-ītis** and **-īte**.

Superlatives and comparatives are formed by adding the suffix **-āk-** for comparatives and **-ākais** or **-āka** for superlatives, for example, **jauns** "young", **jaunāks** "younger" and **jaunākais** "the youngest".

4. COMPETENCY: To describe Peace Corps role

SITUATION: Social gathering

ROLES: PCV - HCN

HCN: **Ar ko jūs šeit nodarbojaties?**
PCV: **Es esmu Amerikas Miera korpusa brīvprātīgais darbinieks.**
HCN: **Kas tas tāds?**
PCV: **Miera korpuss ir brīvprātīgo organizācija, kas sūta darbiniekus nodarboties apmēram deviņdesmit pasaules valstīs.**

VOCABULARY

šeit	here
nodarbojaties, nodarboties	to do (work)
tas	that
tāds	that
organizācija	organization
sūta, sūtīt	to send
darbinieks, darbiniekus	workers
apmēram	about
deviņdesmit	ninety
pasaules, pasaule	world
valstīs, valstis	countries

GRAMMAR AND VOCABULARY NOTES

Note that there is a comma before **kas** in the last sentence. In Latvian writing, all clauses with subjects and verbs are preceded by a comma.

Note that the words for "20, 30, 40, 50, etc" are all formed by taking the root of the number and adding **-desmit** (10).

Putting **tas** and **tāds** together makes the concept "that" more emphatic. (Since the HCN may not have heard about the Peace Corps.)

PRONUNCIATION NOTE

When Latvian is spoken quickly, the ending of the first number and the -**de-** part of **desmit** disappear, if the first number is one syllable. **Piecdesmit** ends up sounding like "pie-e-smit". This doesn't apply to **deviņdesmit**, because **deviņ-** has two syllables.

5. COMPETENCY: To ask about apartment

SITUATION: Apartment

ROLES: PCV - HCN

PCV: Cik istabu dzīvoklis šis ir?
HCN: Trīs istabu dzīvoklis.
PCV: Kura būs mana istaba?
HCN: Pirmās durvis pa labi.

VOCABULARY

istabu, istaba	room
dzīvoklis	apartment
šis	this
kura	which
būs, ir	to be
pirmās, pirmais	first
durvis	door
pa labi	on the right

GRAMMAR AND VOCABULARY NOTES

In this dialogue, the host country national answers in short, incomplete phrases. This is very typical for informal conversation, whereas polite, proper conversation will be conducted in complete sentences.

The future tense of **būt** is conjugated thus:

es būšu **mēs būsim**
tu būsi **jūs būsit**
viņš, viņa, viņi būs

It doesn't follow all of the rules of other verbs in the future tense, so it really must be memorized.

There are examples in this dialogue of both cardinal and ordinal numbers.

	Cardinal	Ordinal
1	**viens**	**pirmais**
2	**divi**	**otrais**
3	**trīs**	**trešais**
4	**četri**	**ceturtais**
5	**pieci**	**piektais**
6	**seši**	**sestais**
7	**septiņi**	**septītais**
8	**astoņi**	**astotais**
9	**deviņi**	**devītais**
10	**desmit**	**desmitais**

All of the above are declined with the nouns, just as adjectives are, all except for the cardinal desmit.

The phrase **trīs istabu dzīvoklis** can be translated literally "apartment of three rooms". The rooms would normally include two bedrooms and one living area.

6. COMPETENCY: To ask about restroom facilities

SITUATION: HCN Apartment

ROLES: PCV - HCN

PCV: **Vai jūs varētu man parādīt, kur ir mazmājiņa?**
HCN: **Otrās durvis pa kreisi.**

VOCABULARY

varētu, varēt	to be able to
parādīt	to show
kur	where
mazmājiņa	toilet (little house)
otrās	second (fem.pl.)
pa kreisi	on the left

GRAMMAR AND VOCABULARY NOTES

Varētu is in the conditional tense. It is always used in conjuction with an infinitive. Often, when speaking to someone you aren't acquainted with you need to use the conditional tense. It makes everything very formal and proper. It is formed by adding **-u** to the infinitive.

The meaning of the word **mazmājiņa** comes from the days when the toilet was located in a small house outside. It is true that in many places in Latvia this is still the case.

DAINA:

Brālīts man klēti dara	Brother made my granary
Baltābola kalniņā;	On a hill of white apple clover.
Citas meitas dubļus brida,	As other girls wade through mud,
Es brien' baltu āboliņu.	I wade through white clover.

TOPIC 4

MONEY

Competency

1. TO ASK FOR INFORMATION ABOUT LOCAL CURRENCY

CULTURE NOTE

MONEY IN LATVIA

-George J. Viksnins, Ph.D., Economist, Georgetown University, Washington, D.C.

In the spring of 1992, the ruble continued to circulate in the three Baltic countries, although it was beginning to lose its monetary functions. A year ago, the Soviet government tried to reduce the money supply and punish speculation by replacing (and confiscating) all 50 and 100 ruble notes above a certain minimum. Because of this, the people distrust the ruble, and prefer to hold foreign currencies and hoard products -- even matches, soap, and toilet paper seem to be preferable to putting rubles into the bank.

Five years ago, there was only one special tourist shop (Dzintarkrasts) in Riga, where various products were available only for foreign currencies. That shop is still there within easy walking distance of the main tourist hotels (two blocks north of the Independence Monument), but there are many other stores selling products for foreign exchange -- and trading rubles for convertible currencies legally. The new Hotel du Rome, a German joint venture, takes only convertible currencies, as do some other restaurants and bars. In the bar at the Ridzene, alcoholic beverages are sold for "hard currency" only, but coffee, tea, and various soft drinks appear to be available for rubles only.

What is the ruble worth? That is not an easy question to answer. Those enterprises in Latvia exporting goods and services to hard currency countries are required to surrender 18% of their foreign exchange earnings to the Latvian government, for which they are paid 1.8 rubles to one U.S. dollar. In 1991, a special tourist rate of 27.6 rubles to one dollar was briefly used, but in 1992, a dollar could be legally exchanged for more than 100 rubles in Riga. Rubles in bank accounts are worth less than cash rubles, according to most managers. There have been press reports about houses in Australia, reportedly worth about U.S. $1 million, being auctioned off for 600 million rubles in Russian bank deposits. Despite these exchange rates, there is talk of trying to stabilize the ruble at a 50-to-$1, or even a 25-to-$1 rate.

The Bank of Latvia, which has taken over the Gosbank system in the territory now governed by the republican government, continues to carry out some commercial bank functions, although virtually all outside advisers are advocating the separation of central banking and other banking

functions. The government's savings bank, which accounts for more than 90% of all household deposits, is in bad shape, with most of its assets in the now-defunct Soviet Gosbank. At last count, there are 19 commercial banks, although only about half-a-dozen are actually operating actively. The largest of these "private banks" has established correspondent relationships in the West, and it is now possible to send dollars to Riga from the U.S. (and vice versa, HV), without asking someone to bring them in their wallet or suitcase. There are also a few private insurance companies and a number of "bourses", which may eventually trade stocks and bonds.

A national currency, the "lats" (just as before World War II), will probably be introduced within the year (1992). There is some talk of a transition currency, the "Latvian ruble," which would have some sort of a stamp or special imprint on it, which might make it more valuable for buying goods and services in the republic. There are many questions to be resolved before the lats is ready to be launched. Should there be coordination with Estonia and Lithuania? How about a jointly managed central bank? Is the currency to be pegged to the SDR, the ECU, the U.S. dollar, the DM, or something else? How will existing ruble balances be converted? Should there be a sliding scale and a limit on the amount to be converted officially? What about a constitutional rule to control money emission? What agencies should be in charge of foreign exchange earnings and foreign borrowing?

All of these issues are in the discussion and analysis process at present. As the Baltic states join the IMF and the World Bank, and the foreign assistance network begins to operate, they should be resolved. At present, however, the monetary system is in a state of flux.

1. COMPETENCY: To ask for information about local currency

SITUATION: In the bank

ROLES: Bank teller - PCV

PCV: **Es vēlētos apmainīt dolārus pret rubļiem.**
Teller: **Cik daudz jūs vēlētos apmainīt?**
PCV: **Kāds ir dolāra kurss attiecībā pret rubli?**
Teller: **Viens dolārs pret astoņdesmit astoņiem rubļiem.**
PCV: **Tad es velos apmainīt divdesmit dolārus.**

VOCABULARY

vēlētos, vēlos, vēlēties	to want to
apmainīt	to exchange
dolārus, dolāra, dolārs	dollars, dollar's, dollar
pret	against
rubļiem, rubli, rublis	rubles, ruble
kāds	what
kurss	exchange rate
attiecībā	in relation to
viens	one
astoņdesmit astoņiem	eighty-eight
tad	then
divdesmit	twenty

GRAMMAR AND VOCABULARY NOTE

A sound change happens in some nouns when they are made plural. If the singular noun has an "i" in the ending, it is palatalized, which means that your tongue moves toward your palate to produce the kind of /y/ sound at the beginning of "yellow." The l in **rublis** changes to ļ.

DAINA:

Bagāts lūdza naudas, mantas,	The rich one asks for money, things,
Es no Dieva veselību.	I ask God for health.
Bagātam nauda, manta,	The rich one has money, things,
Man bij laba veselība.	I have good health.

TOPIC 5

COMMUNICATIONS

1. TO ANSWER THE PHONE AND TAKE MESSAGES
2. TO REQUEST TO SPEAK TO SOMEONE
3. TO BUY ITEMS AT THE POST OFFICE
4. TO ASK THE OPERATOR FOR ASSISTANCE

CULTURE NOTE

THE TELEPHONE AND POSTAL SYSTEM

In present-day Latvia the telephone and postal system are two quite disparate things. Telephone connections can be made to remote parts of Latvia, while mail is often lost. It is not hard to think of reasons why there are such differences in communications systems.

Corruption is more prevalent in the postal system rather than the telephone system, because a greater opportunity for such corruption exists within the postal system. The postal system contains a myriad of ways in which workers can get around rules and regulations, and are essentially unsupervised. On the other hand, telephone operators have a very limited scope of perks they can access in doing their jobs.

Long distance telephone connections, such as to America, take a long time to access, but, if willing to wait, you can call Mom in Dubuque. Connections from private home telephones have to be requested from the operator hours in advance. One can also go to the post office to place direct calls, although it still takes a few hours to get a connection. Businesses have a much easier time gaining access to long-distance connections.

Mail connections with America still cannot be trusted. Entire bags of mail have been dumped in trash bins. An envelope received March 1992 in the USA was missing its contents and the back section. Essentially, what arrived was a piece of paper with an address and stamps on it.

A recently arrived container in the port of Riga was held there for two weeks by postal officials, so that they could loot the contents of the container. Only then was the container stamped by the officials and the recipients notified of its arrival. The most trustworthy mail system is the courier system that involves Americans coming and going from Latvia.

1. COMPETENCY: To answer the phone and take messages

SITUATION: PCV's apartment

ROLES: PCV - Caller

(Phone rings)
PCV: **Klausos.**
Caller: **Labvakar. Vai Mārīte būtu mājās?**
PCV: **Uzgaidiet! Es aiziešu apskatīties.**
Caller: **Paldies.**
(**Mārīte** is not home.)
PCV: **Viņas nav.**
Caller: **Vai jūs nevarētu viņai pateikt, ka Daina zvanījusi un lai viņa atzvana.**
PCV: **Labi. Pateikšu.**

VOCABULARY

klausos, klausīties	to listen
labvakar	good evening
mājās	home
uzgaidiet, uzgaidīt	to wait
aiziešu, aiziet	to go away
apskatīties	to look around
pateikt, pateikšu	to tell
ka	that
zvanījusi, zvanīt	to call
lai	for
atzvana, atzvanīt	to call back

GRAMMAR AND VOCABULARY NOTE

Klausos is only one of many very individual ways of answering the telephone. You can always say "Hallo", too.

There are also different ways of asking if someone is home. Another typical one is **Vai Mārīte būtu runājama?** "Is Mārīte able to speak?"

The question **Vai jūs...** is an example of the many clauses that are added on in Latvian. In this case, we have two: one preceded by **ka** and the other by **lai**. **Lai** is a preposition that is accompanied by a demand or a request.

2. COMPETENCY: To request to speak to someone

SITUATION: Making a phone call

ROLES: PCV - HCN - Jānis

PCV: **Vai Jānis būtu runājams?**
HCN: **Jā, pasaukšu pie telefona.**
PCV: **Paldies.**
Jānis: **Hallo?**
PCV: **Čau, Jāni! Kā klājās?**

VOCABULARY

runājams, runāt	to speak
jā	yes
pasaukšu, pasaukt	to call
pie	to
telefona	telephone
kå klåjås	how are you? (idiom)

GRAMMAR AND VOCABULARY NOTE

The preposition **pie** is always used with the genitive case. In this dialogue, the example is **pie telefona** "to the telephone." **Pie** also means "by," "at" and "on", in other instances, as in **pie sienas** "on the wall" and **pie draugiem** "at the friends.'"

Kā klājās? is one more way of saying "How are you?".

When speaking to someone and using their name, the name is used in the vocative case. The vocative case is not always included in the usual list of cases. It is formed by dropping the last letter of the end of the noun. For example, **Jānis** becomes **Jāni** , **Ieva** becomes **Iev**.

3. COMPETENCY: To buy items at the post office

SITUATION: Post office

ROLES: PCV - HCN

PCV: **Es vēlētos nopirkt desmit aploksnes.**
HCN: **Lūdzu.**
PCV: **Cik maksā vēstules sūtīšana uz Amerikas savienotām valstīm?**
HCN: **Divi rubļi, piecdesmit kapeikas.**
PCV: **Lūdzu, iedodiet man pasta markas divsimtpiecdesmit rubļu vērtībā!**

VOCABULARY

nopirkt	to buy
desmit	ten
aploksnes	envelopes
maksā, maksāt	to cost
vēstules, vēstule	letter's
sūtīšana	sending
uz	to
Amerikas savienotām valstīm	U.S.A.
divi	two
piecdesmit	fifty
kapeikas	kopecks
iedodiet, iedot	to give
pasta markas	stamps
divsimtpiecdesmit	two hundred and fifty
vērtībā, vērtība	worth

GRAMMAR AND VOCABULARY NOTE

The word **lūdzu** means not only "please," but "you're welcome," and "here you are." Placement is very important. Usually, it is placed at the beginning of the sentence to mean "please", because if it were placed at the end of the sentence, the Latvian might take offense. "Do this for me, PLEASE."

The word **uz** has two meanings. If used with a singular noun in the genitive case, it means "on top of." If used with a singular noun in the accusative case, it means "to, toward."

In this dialogue, the preposition **uz** is used with a plural noun in the dative. When plural nouns are found behind prepositions, they are declined in the dative.

4. COMPETENCY: To ask operator for assistance

SITUATION: PCV's apartment

ROLES: PCV - Operator

PCV: Vēlos pieteikt sarunu ar Amerikas savienotajām valstīm.
Operator: Cikos jūs gribētu zvanīt?
PCV: Trijos pēcpusdienā, ja tas ir iespējams.
Operator: Jā. Esiet mājās no pulksten trijiem līdz puspieciem.
PCV: Paldies.
(Later.)
Operator: Vai jūs pieteicāt sarunu ar ASV?
PCV: Jā.
Operator: Palieciet pie klausules. Mēs tagad mēģināsim savienot.
PCV: Paldies.

VOCABULARY

pieteikt, pieteicāt	to reserve
sarunu	conversation
cikos	at what time
zvanīt	to call
trijos, trijiem, trīs	at three
pēcpusdienā, pēcpusdiena	afternoon
ja	if
iespējams	possible
no	from
pulksten	o'clock
līdz	to
puspieciem	four-thirty

palieciet	to stay
klausules	receiver
mēģināsim, mēģināt	to try
savienot	to connect

GRAMMAR AND VOCABULARY NOTE

From "Easy Way to Latvian":

When telling time, it answers the question **kad?** "when?"...

General time questions are introduced by **kad** "when" or **cikos** "at what time".

Kad tu celies? "When do you get up?" **Es ceļos rītos.** "I get up in the mornings."
Cikos tu celies? "At what time do you get up?" **Es ceļos septiņos.** "I get up at seven." For clarification, look at the following chart:

To talk about time you can use either nominative or locative phrases.

Nominative

Cik ir pulkstenis? "What time is it?"
Pulkstenis ir viens. "It is one o'clock."

Locative

Cikos? "At what (clock) time?"
Pulksten vienos "at one o'clock"

Occasionally people run into problems with the half-hour phrases. In English such phrases look back to the last full hour, in Latvian they look forward to the next hour. To tell the half-hours, use the prefix **pus-** "half" + the necessary numeral, either in the nominative or locative case.

pusviens "half to one" **pusvienos** "at half to one"

DAINA:

Es dzirdēju kaimiņos	In the neighbor's yard I heard
Ik rītiņu taurējam:	Honking every morning:
Kaimiņš savus slinkus puišus	The neighbor to his lazy boys
Ik rītiņus uztaurēja.	Was honking every morning.

TOPIC 6

FOOD (RESTAURANT AND HOME)

Competencies

1. TO ORDER FOOD/ ASK ABOUT AVAILABILITY
2. TO ASK FOR THE BILL AND PAY
3. TO ASK ABOUT HOST COUNTRY FOODS
4. TO EXPRESS PREFERENCES/NEEDS
5. TO REQUEST FOODS AT THE TABLE
6. TO ACCEPT/REFUSE ADDITIONAL FOOD
7. TO DESCRIBE PREPARATION

CULTURE NOTE

LATVIAN CUISINE

The following is a description of Latvian cooking as it would be under the best of conditions. Unfortunately, due to the present economic situation in Latvia, it is hard to predict how many products will actually be available.

-from Latvian Cooking: Recipe Collection from a Baltic Cuisine, Ladies Auxiliary of the Latvian Relief Society of Canada, Inc., Campbell-Barry Ltd., Hamilton, Ontario, 1985. (permission has been granted)

Latvian cooking can be divided into country cooking and city cooking, to which now has been added a dash of cosmopolitan flavour of the foods we have encountered on our way.

The country cooking is simple but hearty fare, although rather bland in flavour for some palates. Typically, the tropic countries of the World use many sharp and hot spices, while northern countries of Europe use very little of them, relying more on the natural flavours of their products. It seems that everything grown in the Baltic region has a more pronounced flavour. This may be due to the climate, short summers with cool sun but with long daylight hours, ripen things slowly, developing flavours to their fullness. Added flavourings in Latvian dishes come from cream, dill weed, caraway, onions, nuts and seeds and other home grown things. Exotic spices are usually added to special dishes on special occasions.

Lots of dairy foods, cooked cereals, bacon, meats and potatoes, and the ever present dark rye bread with fresh butter and cottage cheese, all very substantial, simple and tasty, for the hard working Latvian farmer. And all of good enough quality to be desired in other countries. Latvia exported large amounts of dairy, meat and fish products to many countries in prewar Europe.

City cooking, in general, is more influenced by the cuisines of our neighbouring countries than country cooking. By incorporating other tastes and food traditions, and adapting them to our own, a certain style developed that can be called the Cuisine of Riga. In restaurants, besides truly Latvian dishes, one could also order Scandinavian herring salad, German "Koenigsberger klops", Russian borsht, to name just a few.

1. COMPETENCY: To order food/ ask about availability

SITUATION: Restaurant

ROLES: PCV - Waiter (Oficiants)

PCV: **Es vēlētos pirmajā svaigu kāpostu zupu, otrajā sautētu liellopu gaļu ar sēņu mērci.**

Oficiants: **Mēs atvainojamies. Mums liellopu gaļas ēdieni ir beigušies. Palikuši tikai cūkgaļas ēdieni.**

PCV: **Ļoti žēl. Tad, lūdzu karbonādi.**

Oficiants: **Labi. Pirmajā svaigu kāpostu zupa, otrajā karbonāde. Vai jūs vēlētos kādu saldo ēdienu?**

PCV: **Ko jūs varētu piedāvāt?**

Oficiants: **Svaigas zemenes ar putu krējumu, šokolādes krēms, un saldējums.**

PCV: **Es vēlētos zemenes.**

Oficiants: **Labi.**

VOCABULARY

pirmajā, pirmais	for the first course
svaigu, svaigas	fresh
kāpostu, kāposti	cabbage
zupu, zupa	soup
otrajā, otrais	for the second course
sautētu, sautēts	sauteed
liellopu, liellopi	beef
gaļu, gaļas, gaļa	meat
sēņu, sēnes	mushroom
mērci, mērce	sauce
atvainojamies, atvainoties	to apologise
ēdieni	foods (dishes)

beigušies, beigt	have ended
palikuši, palikt	to remain
cūkgaļas, cūkgaļa	pork
žēl	sorry
karbonādi, karbonāde	pork chop
saldo ēdienu, saldais ēdiens	dessert
piedāvāt	to offer
zemenes	strawberries
putu krējumu, krējums	whipped cream
šokolādes krēms	chocolate cream
saldējums	ice cream

GRAMMAR AND VOCABULARY NOTE

By merely saying **pirmajā** (literally, "in the first") in a restaurant, the waiter will understand that you mean "for the first course".

In this dialogue, there are a few examples of phrases that have nouns acting as adjectives: **kāpostu zupa**, **liellopu gaļa**, **sēņu mērce**, etc. Nouns in the genitive case are used to modify other nouns used as objects or subjects. See the Appendix for a guide to the genitive case.

The preposition **ar** "with" is always used with nouns in the accusative case. This is called the instrumental case, but is not listed in the regular five cases, since it is only the preposition with the accusative.

2. COMPETENCY: To ask for the bill and pay

SITUATION: Restaurant

ROLES: PCV - Oficiants

PCV: **Vai es varētu palūgt rēķinu?**
Oficiants: **Lūdzu.**
PCV (Paying): **Paldies. Viss bija ļoti garšīgi.**

VOCABULARY

palūgt	to ask for
rēķinu	bill
viss	everything
bija, ir	to be (past tense)
garšīgi	delicious

GRAMMAR AND VOCABULARY NOTE

Adverbs are formed by adding the ending **-i** to the root of any adjective: **garšīgs** = **garšīgi**, **skaists** "beautiful" = **skaisti** "beautifully", **jauks** "nice" = **jauki** "fine".

ir (conjugated in the past tense)

es biju	**mēs bijām**
tu biji	**jūs bijāt**
viņš bija	

PRONUNCIATION NOTE

When saying the word **viss**, make sure that you pronounce the "i" sound at the very front of the mouth.

3. COMPETENCY: To ask about host country foods

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: **Man gribas ēst.**
PCV: **Ko tu ēd pusdienās?**
HCN: **Man garšo cepta gaļa, kartupeļi, un kāposti.**
PCV: **Tik lielas pusdienas!**
HCN: **Mēs parasti ēdam daudz pusdienās, un vakariņās mazāk.**

VOCABULARY

ēd, ēst	to eat
garšo, garšot	to like (specifically, eating)
cepta	cooked
kartupeļi	potatoes

GRAMMAR AND VOCABULARY NOTE

Pusdienas "lunch, dinner" is usually eaten at noon. In Latvia, this can often be the main meal of the day.

Note that **garšot** and **gribēties** both have the subject in the dative. **Gribēties** is a reflexive verb (note the **-ies** ending), while **garšot** is one of a few verbs that use the subject in the dative case. Other examples are **patikt** "to like" and **vajadzēt** "to need."

PRONUNCIATION NOTE

The **ē** in **ēd** and **ēdam** is pronounced like the "a" in "add". Actually, **ēd** sounds just like "add". However, the **e** in **ēst** is pronounced like the vowel sound in "chair."

4. COMPETENCY: To express preferences/needs

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: **Vai mums ir piens?**
PCV: **Cik daudz tev vajag? Mums ir tikai kāda krūzīte.**
HCN: **Tikai tejkaroti. Man vajag piena kafijai.**
PCV: **Lūdzu.**

VOCABULARY

piens	milk
vajag, vajadzēt	to need
krūzīte	little cup
tejkaroti, tejkarote	teaspoon
kafijai, kafija	coffee

GRAMMAR AND VOCABULARY NOTE

With the verb **vajadzēt** the same rules apply as for the verb **nav** (not to have): the subject is always in the dative case and the object is always genitive. For example, **man vajag kafijas** "I need coffee." Also, **vajag** is not conjugated when it is used this way.

man vajag	**mums vajag**
tev vajag	**jums vajag**
viņam vajag	

In this dialogue, the adjective **kāds** is used to denote "a little bit" or "about". For example, **man ir tikai kāds dolārs** "I have only about a dollar." It is often used with **tikai** "only."

5. COMPETENCY: To request foods at the table

SITUATION: HCN Dinner Table

ROLES: PCV - Person next to her

PCV: **Vai jūs nevarētu pasniegt piparus?**
HCN: **Lūdzu.**
PCV: **Paldies. Lūdzu, pasniedziet sviestu!**
HCN: **Vēl kaut ko?**
PCV: **Nē, paldies. Ar to pietiksies.**

VOCABULARY

pasniegt, pasniedziet	to pass
piparus, pipari	pepper
sviestu, sviests	butter
kaut ko	something
pietiksies, pietikties	to be enough

CRAMMAR AND VOCABULARY NOTE

Notice that the **g** in the infinitive **pasniegt** changes to **dz** in the second person plural (formal) **pasniedziet**. This is similar to the sound changes in nouns when changing from singular to plural. G always changes to **dz**, **k** to **c**, **d** to **ž**, etc.

The word **kaut** connotes "a little" or "about".

6. COMPETENCY: To accept/refuse additional food

SITUATION: HCN Dinner Table

ROLES: PCV - HCN

HCN: **Vai nevarētu piedāvāt vēl vienu maizes šķēli?**
PCV: **Jā, paldies. Tā ir ļoti garšīga. To vēl varu apēst.**
HCN: **Un vēl kādu gaļas gabalu ar mērcīti?**
PCV: **Nē, paldies. Es esmu patiešām paēdis.**

VOCABULARY

piedāvāt	to offer
maizes	bread
šķēli, šķēle	slice
tā	that
varu, varēt	to be able
apēst	to eat
gabalu, gabals	piece
mērcīti, mērcīte	sauce (diminutive)
patiešām	truly
paēdis, paēst	to be full

GRAMMAR AND VOCABULARY NOTE

The verb **ēst** "to eat" has a few derivatives in Latvian that have very specific meanings. **Apēst** means to eat an entire thing and finish it. **Paēst** is "to eat a little", while in the form **paēdis** (past participle) it means "full".

In Latvian, pronouns are often dropped. For example, in the first sentence, there are two missing. It should actually read: **Vai *es* nevarētu *jums* piedāvāt vēl vienu maizes šķēli?** Again, in the second line, the last sentence could also read: **To *es* vēl varu apēst.**

7. COMPETENCY: To describe preparation

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: **Kā Amerikā gatavo liellopu gaļu?**
PCV: **Bieži cepjam bifštekus uz oglēm ar asu mērci.**
HCN: **Vai ir kaut kas līdzīgs Latvijā?**
PCV: **Mērce ir ļoti līdzīga šašlika mērcei.**

VOCABULARY

gatavo, gatavot	to prepare
bieži	often
cepjam, cept	to cook
bifštekus, bifšteki	steaks
oglēm, ogles	charcoal
asu, ass	sharp, hot
līdzīgs	similar
šašlika	shish-kabob

GRAMMAR AND VOCABULARY NOTE

There are some consonants that do not palatalize: **p**, and **b**, for example. They will be accompanied by a **j** in those instances where other sounds palatalize. In this dialogue, we have **cepjam**, where the infinitive is **cept**.

es cepu	**mēs cepjam**
tu cepi	**jūs cepjat**
viņš cep	

There are a few verbs that have the ending **-ot**. Here, we have **gatavot**, and we have already used the word **garšot**. In the second person singular and the third person, all verbs with the ending -ot end with -o.

es gatavoju	**mēs gatavojam**
tu gatavo	**jūs gatavojat**
viņš gatavo	

DAINA:

Ko mēs bērni ēdīsim	What are we children going to eat
Ziemassvētku vakarā?	On Christmas eve?
Pīrāgam nabagam	The poor bacon roll
Abi gali apdeguši.	Has been burned at both ends.

TOPIC 7

TRANSPORTATION

Competencies

1. TO ASK ABOUT SCHEDULE/ROUTES
2. TO DIRECT A TAXI DRIVER
3. TO PURCHASE TICKETS

CULTURE NOTE

PUBLIC TRANSPORTATION

There are several forms of public transportation in Latvia. Buses and trains run throughout Latvia, while trolleybuses and buses serve Riga. A few years ago there was a plan to dig a subway through Riga, but the public outcry against ruining the historic streets was so great that the plans had to be cancelled.

Trolleybuses are the most frequently used mode of transportation in Riga, because they are powered by electricity. However, they are packed like sardines for most routes, since there is no other dependable way to get around. This leads to interpersonal problems between passengers whose patience is tried by having people pressed up against every side. Fights have been known to break out and everyone scrambles to get out of the way, injuring each other in the process.

Taxis are also available in Riga, and drivers of personal cars will stop when flagged down, in order to make some extra money. Due to lack of gasoline, the prices are highly inflated. A recent traveler to Riga stopped three cars to check prices to a nearby suburb. She was quoted 100 rubles, 175 rubles, and 60 rubles. As of March 1, 1992, official taxi rates were: 5 rubles for getting into the taxi, and 50 rubles for each kilometer thereafter.

An electric train runs throughout Latvia and is quite dependable. The prices are very reasonable; one can also buy a ticket for unlimited travel during a one month period. Tickets are checked by conductors on a random basis, but very few people cheat.

There are also bus trips from distant parts of Latvia to Riga, but these are not very dependable due to the gas situation. You can call the station to find out if and when the once daily trip is scheduled or just wait at the station, risking the chance that it will never arrive.

In the country, bicycles, feet, and horses are alternate modes of transportation.

1. COMPETENCY: To ask about schedule/routes

SITUATION: At the train station

ROLES: PCV - HCN

PCV: **Vai jūs nevarētu man pateikt, kad atiet nākāmais vilciens uz Rīgu?**

HCN: **Nākāmais vilciens uz Rīgu pienāk stacijā pulksten trispadsmitos un atiet trispadsmitos nulle piecās.**

VOCABULARY

atiet	to depart
nākāmais	the next
vilciens	train
pienāk	to arrive
trīspadsmitos	at thirteen o'clock (1 PM)
nulle	zero
piecās	five

GRAMMAR AND/OR VOCABULARY EXPLANATION

Nākāmais is a definite adjective. This is the same as using the article "the" in English. **Labais zēns** means "the good boy", while **labs zēns** means "a good boy." It is declined thus:

masculine, singular

Nominative	**labais zēns**	**labs zēns**
Genitive	**labā zēna**	**laba zēna**
Dative	**labajam zēnam**	**labam zēnam**
Accusative	**labo zēnu**	**labu zēnu**

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Lokative **labajā zēnā** **labā zēnā**

Atiet is derived from the verb **iet** "to go". **Iet** is a first conjugation verb whose present, past, and future roots are quite different. Note:

Present

es eju	**mēs ejam**
tu eji	**jūs ejat**
viņš iet	

Past

es gāju	**mēs gājām**
tu gāji	**jūs gājāt**
viņš gāja	

Future

es iešu	mēs iesim
tu iesi	jūs iesit
viņš ies	

2. COMPETENCY: To direct a taxi driver

SITUATION: At a taxi stand

ROLES: PCV - Taxi driver

Driver: Kur jums jābrauc?
PCV: Blaumaņa iela, numurs divi.
(Later.)
PCV: Lūdzu, piestājiet šeit pie parādes durvīm!
Cik esmu parādā?
Driver: Sešdesmit rubļi.
PCV: Lūdzu.

VOCABULARY

jābrauc, braukt	to drive
iela	street
numurs	number
piestājiet, piestāt	to stop
parādes durvis	entrance
parādā, parāds	debt

GRAMMAR AND VOCABULARY NOTE

To express necessity, you add **jā-** to a verb. **Braukt** turns into **jābrauc**, **iet** into **jāiet**, etc.

There is a very marked difference in the verbs that denote personal movement in Latvian. The verb **braukt** is always used when the movement will be by car, boat, bicycle, etc., whereas in English we often say we will **go** somewhere. It is best to use the verb **iet** to mean "go" only when used in conjunction with a direction, like **Kur tu eji?** "Where are you going?" or **Vai tu iesi uz koncertu?** "Are you going to the concert?" There are also the verbs **staigāt** "to walk" and

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skriet "to run." These are used only when the activity is being described more specifically.

3. COMPETENCY: To purchase tickets

SITUATION: Train Station Kiosk

ROLES: PCV - Ticket salesperson

PCV: **Lūdzu, divas pieaugušo biļetes, vienu bērna biļeti uz Saulkrastiem.**

Salesperson: **Lūdzu, jāmaksā četri rubļi, piecdesmit kapeikas.**

PCV: **Cik maksā bērna biļete?**

Salesperson: **Bērna maksā piecdesmit kapeikas un pieaugušā: divi rubļi.**

VOCABULARY

pieaugušo, pieaudzis	adult
biļetes, biļete	tickets

GRAMMAR AND VOCABULARY NOTE

Notice that the numbers corresponding to the noun **biļetes** are declined in the same way as the nouns, whereas the type of **biļetes** (adult and child) are not. **Pieaugušo** and **bērna** are more examples of nouns in the genitive being used as modifiers and they do not change when declined (see below).

All numbers, save **desmit** and **simt** (100), are declined just like adjectives.

Nom.	**divas pieaugušo biļetes**
Gen.	**divu pieaugušo biļešu**
Dat.	**divām pieaugušo biļetēm**
Accus.	**divas pieaugušo biļetes**
Lok.	**divās pieaugušo biļetēs**

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Verbs of necessity,like **jāmaksā**, are followed by nominative nouns as objects. **Man jāmet bumba** "I must throw the ball."

DAINA:

Kam tie zirgi, kam tie rati	Whose horses, whose carriage are those
Pie Saulītes nam' durvīm?	By the door of the house of the Sun?
Dieva zirgi, Laimas rati	They are God's horses, Laima's carriage
Gaid' Saulīti iesēdam.	Waiting to seat the Sun.

TOPIC 8

DIRECTIONS

Competencies

1. TO ASK FOR AND GIVE LOCATIONS OF BUILDINGS
2. TO ASK FOR AND GIVE DIRECTIONS TO A PLACE

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CULTURE NOTE

PLACES IN LATVIA

There is a lot of spectacular architecture in Latvia. The most spectacular was built at the turn of the century in Art Nouveau style. Unfortunately, much of it was ruined during the years of Soviet occupation. The Latvians are working hard to restore their architectural legacy, but are blocked by a lack of materials and money.

The landscape in the countryside is also very lovely. There are few hills, but quite a few lakes. Most people spend weekends and vacations at their summer homes in the country. There is a spectacular valley cut by the river Gauja in the north of Latvia.

City life is just about as dangerous as other cities in the world. A few gangs roam the streets of the otherwise picturesque towns. You'll find more and more homeless beggars as the economy worsens.

After the declaration of independence, street names were changed from the Soviet-inspired names (Lenin Street) to prewar names of streets (Boulevard of Freedom). In the countryside, there don't seem to be street names, and the roads are often made of dirt or gravel.

The four directions are **ziemeļi** "north", **dienvidi** "south", **austrumi** "east", and **rietumi** "west."

1. COMPETENCY: To ask for and give locations of buildings

SITUATION: On the street

ROLES: PCV - HCN

PCV: **Vai jūs nevarētu man pateikt, kurā vietā atrodas pasta birojs?**
HCN: **Pasta birojs atrodas Marijas ielā blakus vilcienu stacijai.**
PCV: **Vai tas no šejienes tālu?**
HCN: **Ne, ar kājām tikai piecas minūtes.**

VOCABULARY

vietā, vieta	place
atrodas, atrasties	is found
birojs	office
blakus	next to
stacijai	station
šejienes, šejiene	this place
tālu, tāls	far
kājām, kājas	feet, legs
minūtes	minutes

GRAMMAR AND VOCABULARY NOTE

Notice how the last words in the question are the most important.

Blakus is always accompanied by the dative case, since the meaning implies more of an indirect object.

Šejienes is derived from the word **šeit** "here". Similarly, **turienes** "that place" is derived from **tur** "there". These two nouns with the same meaning as the adverbs can be declined.

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2. COMPETENCY: To ask for and give directions to a place

SITUATION: On the street

ROLES: PCV - HCN

PCV: **Vai jūs nevarētu man pateikt ceļu uz Brīvības ielu?**
HCN: **Pie trešās ielas jāgriežas pa kreisi, tad otrajā ielā pa labi.**
PCV: **Pagriežos pa kreisi pie otrās ielas?**
HCN: **Nē. Jāgriežas pa labi. Tā būs Aleksandra Čaka iela.**
PCV: **Paldies.**

VOCABULARY

ceļu, ceļš	route, road
jāgriežas, griesties	to turn

GRAMMAR AND VOCABULARY NOTE

In this case, **uz** is accompanied by the accusative case, since **uz** means "to".

Labi is not only the adverb "well", but also "right". **Kreisi** is "left". You use them with the preposition **pa** to form **pa labi** "to the right" and **pa kreisi** "to the left".

When saying a street name, always put the name into the genitive case, since you are describing the street's name. **Marijas iela** "Mary's Street", **Blaumaņa iela** "Blauman's Street", **Brīvības bulvārs** "Boulevard of Freedom" are some examples.

DAINA:

Ik vakara dziedāt gāju	Every evening I went to sing
Sidrabiņā kalniņāi.	On the top of the silver hill.
Kalniņāi stāvēdama,	Standing on the hill,
Grozu savu vainadziņu;	I turned my crown in all directions;
Kur tas spoži atspīdēja,	Where it reflected the brightest,
Tur mūžiņu nodzīvoju.	There I spent the rest of my life.

TOPIC 9

SHOPPING

Competencies

1. TO DESCRIBE NEEDS/ASK FOR AVAILABILITY
2. TO PAY FOR PURCHASE
3. TO BARGAIN

CULTURE NOTE

STORES

There are many more different kinds of stores in Latvia since the overthrow of Communism. Now, besides the stores that existed before (the central market, commission stores, the official government hard currency store and state stores), there have sprung up new privately owned stores that offer pretty much anything anyone might need, but for hard currency.

The central market or **Centrālais tirgus** in Riga has mostly fresh foods on sale. There, the folks from the countryside who tend their own gardens can sell the harvest to the big city folk. They come from far and wide -- even from the southern republics, because they know that their produce is valued in the northern climate. The prices here are quite expensive because demand is so high.

The state stores have less to offer, but the prices are much lower, at least while the government subsidizes production. This is where you'll find the long lines you've heard so much about: a four-hour line to get bread, for example. These stores are categorized by the goods they sell: bread, dairy products, meat and fish, hardware, etc.

There is a new Finnish department store in Riga that has everything on sale for hard currency. They even offer clothes from The Limited! The prices are outrageous for native Latvians, but quite affordable from an American point of view. Other privately-owned hard currency stores can also be found in Riga: in one, a pack of Marlboro or Winston cigarettes can be purchased for $1. There are a few antiques stores where you can sometimes find used foreign language books for sale. There are also boutiques where you can purchase traditional objects of art: wool mittens, finely woven linen cloths, and beautiful ceramics. In some stores, you can even find Baltic amber jewelry.

During the Soviet occupation, there was often a problem finding Latvian-speaking shopkeepers. These days, however, the Russians staying in Latvia are making an effort to learn Latvian, and practice it at every opportunity.

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Outside Riga, in the smaller towns around the country, the situation is much better than in the city. There is more produce from nearby farms, and state stores have more on the shelves. People buy less here, because they have less money, but there are more fresh foods at home.

1. COMPETENCY: To describe needs/ask for availability

SITUATION: Store

ROLES: PCV - Shopkeeper

PCV: **Man, lūdzu, vajadzētu četrdesmit pirmā izmēra kurpes. Kādās jums ir?**
Shopkeeper: **Mums ir melnas un brūnas.**
PCV: **Vai jums ir sporta čības?**
Shopk.: **Šodien sporta čību nav.**
PCV: **Paldies. Es citur meklēšu.**

VOCABULARY

četrdesmit	forty
izmēra, izmērs	size
kurpes	shoes
melnas	black
brūnas	brown
sporta čības	sneakers
citur	somewhere else
meklēšu, meklēt	to search

GRAMMAR AND VOCABULARY NOTE

Sizes are placed before the noun they are describing. **Četrdesmit pirmā izmēra kurpes** is translated literally "socks of the 41st size".

To say "I have", the dative construction (subject in the dative case), as in **man ir**, and the verb **būt** "to be" in the third person are used. Example:

man ir	**mums ir**
tev ir	**jums ir**
viņam ir	

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2. COMPETENCY: To pay for a purchase

SITUATION: Store

ROLES: PCV - Shopkeeper

PCV:	**Cik ir jāmaksā par cimdiem?**
Shopkeeper:	**Divsimt rubļi.**
PCV:	**Es vēlos nopirkt divus pārus cimdu.**
Shopk.:	**Labi. Jums jāmaksā četrsimt rubļi.**
(Later.)	
PCV:	**Vai jūs arī pārdodat dzintara krelles?**
Shopk.:	**Diemžēl, ir jau izpārdotas.**
PCV:	**Žēl.**

VOCABULARY

cimdiem, cimdu, cimdi	mittens
pārdodat, pārdot	to sell
dzintara, dzintars	amber
krelles	necklace
izpārdotas, izpārdots	sold-out

GRAMMAR AND VOCABULARY NOTE

Notice that the construction **divus pārus cimdu** "two pairs of mittens" has the modifying noun **cimdu** (in the genitive case) at the end of the phrase, instead of in front of the noun being modified. (**Divus cimdu pārus**) This is to emphasize the mittens being bought, instead of the fact that they are pairs.

3. COMPETENCY: To bargain

SITUATION: Market

ROLES: PCV - Woman selling fruit

PCV: Cik maksā apelsīni?
Woman: Septiņdesmit pieci rubļi kilogrammā.
PCV: Es ņemšu trīs kilogrammas, ja jūs man pārdosit par sešdesmit pieci.

VOCABULARY

apelsīni	oranges
septiņdesmit pieci	seventy-five
kilogrammā	kilogram
ņemšu, ņemt	to take
sešdesmit pieci	sixty-five

GRAMMAR AND VOCABULARY NOTE

There are two verbs in the future tense in this dialogue: **ņemt** and **pārdot**. These are verbs from different conjugations, so it might give you a better grasp of how to conjugate the future tense by comparing the two.

es ņemšu	**es pārdošu**
tu ņems	**tu pārdos**
viņš ņems	**viņš pārdos**
mēs ņemsim	**mēs pārdosim**
jūs ņemsit	**jūs pārdosit**

DAINA:

Zirņi, zirņi, pupas, pupas,	Peas, peas, beans, beans,
Tā bij laba labībiņa:	That was the best produce:
Ni grūžama, ni maļama,	No pounding, no grinding,
Tik katlā iebeŗama.	Just pouring in the pot.

TOPIC 10

SOCIAL LIFE

Competencies

1. TO DESCRIBE FEELINGS
2. TO REQUEST AND THANK SOMEONE FOR ASSISTANCE
3. TO GIVE OR ACCEPT A GIFT
4. TO REFUSE AN INVITATION OR MAKE AN INVITATION
5. TO INQUIRE ABOUT SOCIAL ACTIVITIES

CULTURE NOTE

SOCIAL LIFE IN LATVIA

Latvians are very social people. They enjoy sharing their homes with others, offering elaborate and plentiful meals to family and friends, and discussing politics, the arts, and a myriad of other similar topics. Every holiday is celebrated with large groups of people and a lot of food. Friends are invited to join in birthday celebrations around a table groaning with various types of cooked meats, vegetable salads, and decorative cakes. On a person's name's day (Saints Day), the person has to be ready to receive as many guests as will arrive that day. There should be enough food and drink to accomodate everyone one knows. Actually, that's how it used to be.

Now, however, there's hardly enough food for the immediate family, so any extended socializing (which always includes a meal) has changed. Closest friends understand the situation, so they can be invited to visit without expecting to be offered a feast. This is most apparent in the cities where the food supply is the scarcest.

The social life in the city has changed a lot since the economic crisis began. It is so expensive to go to a restaurant or cafe, and so dangerous to be on the streets at night that many people have chosen to stay home. During the winter months the theatre is the only place where many people still go on a regular basis. The starting time of plays has been changed recently: plays start at 6:30 PM these days, so that it's not too late when the theatre-goers leave the theatre. (By the way, women never wear pants when going out in the evening, especially not to the theatre.)

On the other hand, most Latvians have a second, summer home in the countryside where they often have small gardens or relatives with nearby farms who can provide them with produce, milk, and meats. The lifestyle in the summer homes or **vasarnīcas** is very different from that of the city. Here, people can relax, do gardening or home improvements, and breathe fresh air. The water is usually clean, since it comes from the well out in the yard, and fresh fish can be caught in the pond by the house. If a native invites you to his or her **vasarnīca**, take advantage of the opportunity. This is where you'll see the real Latvia, for most Latvians are descendants of farmers or serfs. Also, make sure someone knowledgeable takes you hunting for berries or mushrooms. These are very plentiful in

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the woods, and quite a few sorts of mushrooms that are poisonous in the United States are quite tasty (and non-poisonous) in Latvia.

1. COMPETENCY: To describe feelings

SITUATION: Party

ROLES: PCV - Host Country National

HCN: **Kā tev iet?**
PCV: **Man trūkst mājas.**
HCN: **Tu esi bēdīga?**
PCV: **Nē, es neesmu bēdīga. Man patīk šeit būt un strādāt.**
HCN: **Bet, vai tu esi laimīga?**
PCV: **Jā, es esmu laimīga. Man vienkārši trūkst mājas.**

VOCABULARY

trūkst, trūkt	to miss
bēdīga	sad
patīk, patikt	to like
strādāt	to work
bet	but
laimīga	happy
vienkārši	simply

GRAMMAR AND VOCABULARY NOTE

Trūkst is another of the verbs that use dative for the subject and genitive for the object. It does not change with the person, like **vajag, nav.** Note that these three verbs have something to do with quantity. With **trūkst** and **nav**, you have nothing; with **vajag**, you need something.

Patikt is one of the "sense" verbs (for example, **garšot** "to taste") that also uses dative for the subject, but nominative for the object.

tu man patīci	"I like you" (Actually, "you are liked by me.")
es tev patīku	"you like me" ("I am liked by you.")
viņš man patīk	"I like him" ("He is liked by me.")

2. COMPETENCY: To thank someone for assistance

SITUATION: On the street

ROLES: PCV - Host Country National

PCV: **Vai jūs nevarētu man palīdzēt?**
HCN: **Kā lūdzu?**
PCV: **Man ir grūti saprast šo stundu plānu.**
HCN: **Ar ko es varu palīdzēt?**
(Later.)
PCV: **Liels paldies par palīdzēšanu!**
HCN: **Ne par ko.**

VOCABULARY

grūti	difficult
stundu plāns	schedule
palīdzēt	to help
liels	big
palīdzēšanu	helping
ne par ko	it's nothing

GRAMMAR AND VOCABULARY NOTE

Kā lūdzu? is translated as "Excuse me?", while its literal meaning is closer to "How was that, please?" If you really want to apologize, you can say: **atvaino!** or **atvainojiet!**, or **lūdzu piedod!** or **piedodiet!**

There are a few different ways of saying "you're welcome": **Ne par ko**, "it's nothing" or **lūdzu.**

Palīdzēšanu is a noun derived from a verb **palīdzēt** "to help". There are a whole slew of words that end in **-šana**; they are easier to decline, because they have the standard a-stem ending.

Nom.	**palīdzēšana**
Gen.	**palīdzēšanas**
Dat.	**palīdzēšanai**
Acc.	**palīdzēšanu**
Lok.	**palīdzēšanā**

3. COMPETENCY: To give or accept a gift

SITUATION: HCN's house

ROLES: PCV - HCN

PCV: **Liels paldies par jauko vakaru. Es atvedu jums šo grāmatu par Ameriku un vēlos to jums uzdāvināt .**

HCN: **Paldies. Kas par jauku dāvanu! Tai ir tik krāsainas fotogrāfijas.**

PCV: **Ņem par labu.**

VOCABULARY

vakaru, vakars	evening
atvedu, atvest	brought
uzdāvināt	to give as a present
grāmatu, grāmata	book
jauku, jauka	nice
dāvanu, dāvana	present
ņem par labu	you're welcome

GRAMMAR AND VOCABULARY NOTE

Kas par ... is an exclamation that is used for good and for bad expressions. It can be translated as "What a..."

Ņem par labu literally means "take it well." It is an act that is done out of the kindness of your heart.

4. COMPETENCY: To refuse an invitation or make an invitation

SITUATION: Party

ROLES: PCV - Interested individual

II: **Vai tu negribētu atnākt šovakar pie manis?**
PCV: **Nē, paldies. Es jūtos tiešām nogurusi un man gribās braukt uz savām mājām.**
II: **Labi. Tad varbūt kādu citu reizi.**
PCV: **Jā, kādu citu reizi tad.**

VOCABULARY

atnākt	to come over
šovakar	this evening
pie manis	to my house
nogurusi	tired
gribās, gribēt	to want
braukt	to drive, to go
savām	my own
varbūt	maybe
citu, cits	other
reizi, reize	time

GRAMMAR AND VOCABULARY NOTE

The pronoun **savs** (here, **savām**) is translated as "my own". It used to correspond to any pronoun or person noun used earlier in the sentence. For example, in the sentence **es teicu savam brālim** "I said to my brother" it is clear that I am speaking of my own brother, because the

word **savs** is used. It is conjugated as the following:

	Masc.	Fem.
Nom. **kas?**	**savs**	**sava**
Gen. **kā?**	**sava**	**savas**
Dat. **kam?**	**savam**	**savai**
Acc. **ko?**	**savu**	**savu**
Lok. **kur?**	**savā**	**savā**

5. COMPETENCY: To inquire about social activities

SITUATION: Workplace

ROLES: PCV - HCN

PCV: **Kur šovakar notiksies tautas deju mēģinājums?**
HCN: **Lielajā zālē.**
PCV: **Cikos sāksies?**
HCN: **Pulksten astoņpadsmitos.**
PCV: **Vai tu iesi?**
HCN: **Es biju domājusi iet.**
PCV: **Man liekas, ka es arī iešu.**

VOCABULARY

notiksies, notikties	to happen
tautas deju, dejas	folk dancing
mēģinājums	rehearsal
zālē, zāle	hall
cikos	at what time
sāksies, sākties	to start
astoņpadsmitos	at eighteen (hundred hours)
domājusi	thought (past participle)
liekas, likties	to seem

GRAMMAR AND VOCABULARY NOTE

Man liekas is literally "it seems to me", therefore the subject is in the dative case. For this phrase, the verb is not conjugated.

Throughout the dialogues, there are several examples of past and present participles. In Latvian, these are called **divdabji** (singular,

divdabis), which can be translated "those with two natures." **Divdabji** are verbs that have been transformed into modifiers. In this dialogue, example is **domājusi**. This word is modifying a feminine noun, so it is declined accordingly. Explaining how to form past and present participles in Latvian is very complicated. I will merely list the endings they might have: **-ošs, -oša, -ams, -ama, -āms, -āma, -is, -usi, -ts, -ta, -ot, -oties, -dams, -dama, -damies, -damās.** These endings would be added onto the roots of verbs.

DAINA:

Sit, Jānīti, vara bungas	John, beat the copper drums
Vārtu stabu galiņā,	On the top of the gate,
Lai ceļās Jāņa māte,	Wake up John's mother,
Lai saņēma Jāņa bērnus.	So she can greet St. John's children.

TOPIC 11

THE WORKPLACE

Competencies

1. TO IDENTIFY ONESELF AND PEACE CORPS ASSIGNMENT
2. TO ASK FOR SUPPLIES/ASSISTANCE
3. TO RESPOND TO QUESTIONS ABOUT SALARY
4. TO MAKE AN APPOINTMENT
5. TO ASK ABOUT EXTRACURRICULAR ACTIVITIES

CULTURE NOTE

PERSONAL RELATIONSHIPS AT THE WORKPLACE

Due to the many years of Communism under the Soviets, management skills are often lacking in the workplace. There is no tradition of communication between superiors and support staff, as there is in the United States. Very often memoranda that are supposed to be shared by all of the staff are seen by only a few, and progress is impeded because of the ensuing confusion.

In American companies there is an icon known as the water cooler. It is a place that gives workers a chance to relax, to take a breather from the pressures of work, and establish relationships with other workers. In Latvia, this is replaced by the **kafijas galds** "coffee table" where the workers congregate for coffee breaks at every opportunity. There are comfortable chairs and low tables very similar to a lounge, but found in the middle of an office. The coffee is usually instant and served with some sort of sandwiches or cookies. Sometimes, the coffee is even flavored with cognac. The main difference between the **kafijas galds** and the water cooler is that there is no set time in Latvia. Breaks are taken often and for every possible reason.

Relationships between women and men colleagues are often not very communicative, with many women being left out of the circle of information being passed from colleague to colleague. Women are often found in support staff roles, and not considered important in the office. This is a relic of the Soviet system, because before 1940 women were an integral part of the work force.

Most Latvians that work together call each other by first name, but still use the formal **jūs**. However, the generation difference is very apparent here, as well, since younger people will call older colleagues **kungs** or **kundze**.

1. COMPETENCY: To identify oneself and Peace Corps assignment

SITUATION: Teachers' room

ROLES: PCV - Another teacher

T: **Sakiet, kāds amats jums bija Amerikā?**
PCV: **Esmu vidusskolas skolotāja Ohio štatā.**
T: **Bet kāpēc jūs šeit esat?**
PCV: **Es pieteicos palīdzēt citām skolotājām ar angļu valodas mācīšanu.**

VOCABULARY

saki, sacīt	to say
amats	occupation, trade
vidusskolas, vidusskola	high school
skolotāja	teacher
štatā, štats	state
kāpēc	why
pieteicos, pieteikties	to apply
mācīt	to teach
angļu	English
valodas	language
mācīšana	teaching

GRAMMAR AND VOCABULARY NOTE

Here will follow an overview of the reflexive verb system, from Easy Way to Latvian:

Reflexive verbs are called reflexive because, in their most common use, their action returns to its doer. The infinitive of the reflexive verbs is formed by adding the ending **-ies** to the active infinitive: **pieteikt** "to register" **pieteikties** "to apply".

Present	I.conj.	II.conj.	III.conj.
	celties	**mazgāties**	**mācīties**
	"to wake up"	"to wash self"	"to study"
es	**ceļos**	**mazgājos**	**mācos**
tu	**celies**	**mazgājies**	**mācies**
viņš	**ceļas**	**mazgājas**	**mācās**
mēs	**ceļamies**	**mazgājamies**	**mācāmies**
jūs	**ceļaties**	**mazgājaties**	**mācāties**

2. COMPETENCY: To ask for supplies/assistance

SITUATION: Classroom

ROLES: PCV - Janitor

J: **Kas jums būtu vajadzīgs?**
PCV: **Vai jūs nevarētu atslēgt šīs durvis?**
J: **Vai ko vēl vajag?**
PCV: **Vai būtu iespējams ieslēgt sildītāju?**
J: **Ir jau ieslēgts. Mums degvielas nav.**

VOCABULARY

vajadzīgs	necessary
atslēgt	unlock
ieslēgt	to turn on
sildītāju	heater
degvielas, degviela	fuel

GRAMMAR AND VOCABULARY NOTE

Atslēgt and **ieslēgt** are both derived from the I. conjugation verb **slēgt** "to lock". Please note the following prefixes and their meanings:

aiz- 1. behind, 2. away/off, 3. up to some point, 4. [make] shut/stop
uz- 1. on/upon, 2. up, 3. toward
iz- 1. out, 2. very, thoroughly, completely
no- 1. off, 2. down, 3. up to, 4. completely, 5. a good while
ie- 1. in, 2. somewhat, 3. suddenly, 4. once (only)
pie- 1. to, at, near, 2. full
pa- 1. under, 2. a little/a while, 3. do once/finish, 4. be able to
pār- 1. over/across, 2. again, 3. back, 4. in half, 5. overmatch, 6. [do] too much
ap- 1. around, 2. all (over)
at- 1. hither/here, 2. away/off, 3. back/in return, 4. open, loose

sa- 1. together, 2. completely, 3. altogether, 4. accomplish, 5. be able to, 6. too much, 7. [in]to pieces

3. COMPETENCY: To respond to questions about salary

SITUATION: At lunch during workday

ROLES: PCV - Another teacher

T: **Vai jūs pelnat daudz naudu šeit?**
PCV: **Nu, nē. Man dod stipendiju ēdienam un ikdienas vajadzībām.**
T: **Kāpēc jūs nepalikāt Amerikā, lai pelnītu naudu?**
PCV: **Es gribēju aizbraukt uz citu vietu pastāstīt par Ameriku un iemācīties par jūsu valsti.**

VOCABULARY

naudu, nauda	money
pelnat, pelnīt	to earn
dod, dot	to give
stipendija	allowance
ikdienas	every day
nepalikāt, nepalikt	not to stay
pelnītu	to earn
naudu	money
pastāstīt	to tell

GRAMMAR AND VOCABULARY NOTES

There are several more examples of the preposition being used with a certain case in this dialogue, so following please find a list of which prepositions are used with which cases:

genitive:	**aiz** "behind"	**bez** "without"	**no** "down/off", "from"
	pēc "after"	**pie** "at/near"	**pirms** "before"
	virs "above"	**zem** "below"	

dative:	**līdz** "until"		
accusative:	**ap** "around"	**ar** "with"	**caur** "through"
	gar "along"	**par** "about/for"	**pret** "towards/against"
	starp "between"	**pa** "on/along/during"	
gen./acc.:	**uz** a."on/upon", b."to"		

4. COMPETENCY: To make an appointment

SITUATION: Classroom

ROLES: PCV - Parent of a student

PCV: **Vai mēs nevarētu sarunāt laiku satikties, lai pārrunātu jūsu dēla studijas?**
Parent: **Es varētu pie jums atnākt rīt pēc stundām.**
PCV: **Labi, tad norunāts! Būšu brīvs ap četriem.**
Parent: **Īstenībā, puspiecos būtu labāk.**
PCV: **Tad uz redzēšanos.**

VOCABULARY

sarunāt	to arrange
satikties	to meet
pārrunātu, pārrunāt	to discuss
studijas, studija	studies
rīt	tomorrow
stundām, stunda	classes
norunāts	decided
brīvs	free
īstenībā	actually

PRONUNCIATION NOTE

The word **īstenībā** is often pronounced so that it sounds like **īsnībā**.

5. COMPETENCY: To ask about extracurricular activities

SITUATION: Classroom after studies are over

ROLES: PCV - Host Counterpart

PCV: **Kādās nodarbībās bērni piedalās pēc skolas?**
HCN: **Daudzi zēni piedalās sporta klubos un pēc skolas iet uz treniņiem.**
PCV: **Un meitenes?**
HCN: **Meitenes nodarbojās visādi. Daudzas palīdz mātēm ar pārtikas iegādi. Citas mācās šūt un adīt, jo veikalā nav drēbju!**

VOCABULARY

nodarbības	activities
piedalās	participate
skolas	school
zēni	boys
sporta, sports	sports
klubos, klubi	clubs
treniņiem, treniņš	practice
meitenes	girls
daudzām	many of them
jāiet	have to go
palīdzēt	to help
pārtikas	food
iegādi	acquisition
šūt	to sew
adīt	to knit
veikalā, veikals	store
drēbju, drēbes	clothes

GRAMMAR AND/OR VOCABULARY EXPLANATION

Pronouns are often used in the place of nouns: **tas** "that one", **šis** "this one". Other words such as **daudzas**, **citas**, are also used to replace the person nouns.

There are many international words in use in the Latvian language. Examples from this dialogue include club, training, and sports.

DAINA:

Ai, dzīvīte, ai, dzīvīte!	Ah, life, ah, life!
Pie dzīvītes vajadzēja	For life you needed
Čaklu roku, vieglu kāju,	Quick hands, light feet,
Laba, gudra padomiņa.	Good, wise advice.

TOPIC 12

MEDICAL/HEALTH

Competencies

1. TO ASK AND RESPOND TO QUESTIONS OF PHYSICAL AND MENTAL HEALTH
2. TO ASK FOR THE AVAILABILITY OF MEDICINES
3. TO EXPLAIN MEDICAL PROBLEM
4. TO REQUEST MEDICAL HELP IN EMERGENCY

CULTURE NOTE

MEDICAL SYSTEM IN LATVIA

Latvians generally have a small pharmacy in their own home, since supplies are never available in the hospitals or public pharmacies. Everyone has their own supply of penicillin and various analgesics that they have stocked from friends and relatives in the health field. It will be unusual to them that Americans don't have prescription medicines readily available. Latvians coming to America are often surprised that Americans need doctors to prescribe a certain kind of penicillin for an infection.

If a person is going into a hospital for some kind of operation, he needs to bring his own supply of medicines for this stay as well. He will also need to bring small gifts for the doctor and nurses to make sure that he is well taken care of.

Each region has its own Poliklinik, which is a general clinic for all kinds of ailments. If the doctor on duty can't help a patient, the patient is referred. If the patient is not able to make it to the Poliklinik, the doctor will make housecalls.

A recent fad in all of the former Soviet republics is something called biostrāva in Latvian. This is translated as "biocurrent." It seems to be similar to psychic or faith healing in America. Many people in Latvia take it very seriously. They will go to people who have the "special" abilities associated with biostrāvas as if they were going to a regular medical doctor.

1. COMPETENCY: To ask and respond to questions of physical and mental health

SITUATION: At the workplace

ROLES: PCV - Host counterpart

PCV: **Tu izskaties bāls. Kas tev kaiš?**
HCN: **Es nejūtos labi.**
PCV: **Vai tev galva sāp?**
HCN: **Nē, man galva reibst un ar vēderu viss nav kārtībā.**
PCV: **Labāk apsēdies.**

VOCABULARY

izskaties	to look
bāls	pale
galva	head
sāp	hurts
reibst	to be dizzy
vēderu	stomach
kārtībā	in order
apsēdies	sit down

GRAMMAR AND/OR VOCABULARY EXPLANATION

Notice the reversed order and meaning in the phrase **ar vēderu viss nav kārtībā.**

The dative construction (**man galva reibst**) is used whenever the subject experiences a sensation: pain, thirst, hunger, etc, also liking and disliking.

2. COMPETENCY: To ask for the availability of medicines

SITUATION: Pharmacy

ROLES: PCV - Pharmacist

PCV: **Vai jums būtu kaut kas pret caureju?**
Pharmacist: **Jā. Šīs varbūt līdzēs.**
PCV: **Kāda ir doze?**
Pharmacist: **Divas tabletes trīs reizes dienā. Jums izsniegšu divdesmit.**

VOCABULARY

caureja	diarrhea
līdzēt	to help
tabletes	tablets
doze	dose
diena	day
izsniegt	to hand out

GRAMMAR AND VOCABULARY NOTE

The pharmacy in Latvian is called an **aptieka**.

3. COMPETENCY: To explain medical problem

SITUATION: Doctor's office

ROLES: PCV - Doctor

PCV: **Man ļoti sāp vēders.**
Doctor: **Vai jums sāp kreisā jeb labā pusē?**
PCV: **Man sāp kreisā pusē.**
Doctor: **Vai jums ir grūti elpot?**
PCV: **Jā.**
Doctor: **Vai jums nāk vēmiens?**
PCV: **Ne.**
Doctor: **Ir iespējams, ka jums būs jāizoperē aklo zārnu.**

VOCABULARY

pusē	side
elpot	to breathe
nākt vēmiens	to vomit
izoperēt	to operate (take out)
akla zarna	appendix

GRAMMAR AND VOCABULARY NOTE

from Easy Way to Latvian

Ārsts or **dakteris** (the latter used in titles only) "physician/doctor", **māsiņa** or **žēlsirdīgā māsiņa** "nurse, **zobārsts** "dentist" and **bērnu ārsts** "pediatrician". To get to one, you must **pieteikt vizīti** "make an appointment".

4. COMPETENCY: To request medical help in emergency

SITUATION: On the street

ROLES: PCV - Passerby

PCV:	**Lūdzu palīdziet man!**
Passerby:	**Kas ir?**
PCV:	**Man vajag ātro palīdzību.**
Passerby:	**Kas notikās?**
PCV:	**Es salauzu kāju.**
Passerby:	**Tūlīt saukšu atro palīdzību!**

VOCABULARY

palīdzēt	to help
ātro palīdzību	ambulance
salauzt	to break
kāja	leg

GRAMMAR AND VOCABULARY NOTE

Salauzt means "to break something in half", **nolauzt** "to break something off".

DAINA:

Bēdu manu, lielu bēdu,	My sorrow is a great sorrow,
Es par bēdu nebēdāj'.	But I am not sad.
Liku bēdu zem akmeņa,	I put my sorrow underneath a stone,
Pāri gāju dziedādama.	And singing walked over it.

TOPIC 13

PERSONAL IDENTIFICATION II

Competencies

1. TO DESCRIBE EDUCATIONAL BACKGROUND
2. TO DESCRIBE JOB AND INQUIRE ABOUT JOB
3. TO INTRODUCE SELF AND OTHERS (FORMAL)

CULTURE NOTE

WORKING IN LATVIA

The kinds of jobs Latvians have vary greatly. Their attitudes towards their jobs vary as well. Decades of Soviet rule left workers who tried to get around the system and work the least possible, since everyone was paid equally and never rewarded for extra effort. Although work hours were officially designated as 9-5, there were no repercussions for attendance from 10-4, instead. This is changing, especially in the new private firms, where salary is directly related to the success of the firm.

Approximately seventy-five percent of Latvian jobs are government jobs. That means that the government pays their wages, not that they are employed in government administration, as it does in America. Of those 75%, over half are in the industries located in Latvia. For example, the factory that produces the wagons for the ex-Soviet electric train system is located in Riga. The remaining government jobs are administrative.

The percentage of Latvians in non-government or private occupations is growing at a rapid pace. These are the privately-owned companies of individuals who realize which services and products are necessary to begin the switch to capitalism. A great deal of money is being made by these firms, due to the fact that their goods and services are often of a higher quality than those offered by the government. There is also a great demand to work in these companies. A recent job announcement for secretary in a privately-own firm was answered by a thousand applicants.

Another unusual aspect of the private industry is job interviewing. In the old Soviet days, jobs were assigned as a matter of course for graduating students, whether there was a need for that particular job or not. Now, job seekers who are looking for better jobs need to compete and work for the best places, while employers are forced to hone interviewing skills that had been completely neglected.

1. COMPETENCY: To describe educational background

SITUATION: Dinner party

ROLES: PCV - Host counterpart

HC: **Esmu beidzis tehnikumu. Kāda ir jūsu izglītība?**
PCV: **Es ieguvu bacalaura grādu ekonomikā no Northwestern universitātes Čikagā, bet tad maģistra grādu biznesa laukā.**
HC: **Es gribēju studēt, bet neizturēju eksāmenus.**
PCV: **Ko jūs gribējāt studēt?**
HC: **Es gribēju būt par inžinieru, tā kā mans onkulis.**

VOCABULARY

beidzis	finished (graduated)
tehnikums	technical school
izglītība	education
iegūt	received
bacalaura grads	undergraduate degree
ekonomika	economics
universitāte	university
maģistra grads	master's degree
bizness	business
lauks	field
inženiers	engineer
onkulis	uncle

GRAMMAR AND VOCABULARY NOTE

Beidzis is an example of a past partiple. Note the ending **-is**. Feminine would be **beigusi**. The sound change between **dz** and **g** occurs to offset the vowel **u**.

2. COMPETENCY: To describe job and inquire about job

SITUATION: Official social gathering

ROLES: PCV - Government official

GO: **Jūs pasniedzat angļu valodu trešajā vidusskolā?**
PCV: **Jā, vidusskolā strādāšu divus gadus. Kāds ir jūsu darbs?**
GO: **Esmu tirdzniecības ministra trešais sekretārs.**
PCV: **Par ko jūs esat atbildīgs?**
GO: **Pārbaudu kuģniecību mūsu ostās.**

VOCABULARY

pasniegt	teaching (giving)
strādāt	to work
darbs	job, work
tirdzniecības	trade
ministra	minister
trešais	third
sekretārs	undersecretary
atbildīgs	responsible
pārbaudu	oversee
kuģniecību	shipping
mūsu	our
ostās	ports

GRAMMAR AND VOCABULARY NOTE

Notice that the word **pasniegt** means both to hand something to someone and to teach. **Profesors pasniedz lekcijas.** "The professor gives lectures." **Pasniedz man to zīmuli.** "Pass me that pencil." .

3. COMPETENCY: To introduce self and others

SITUATION: Staff meeting

ROLES: PCV - School's Director (Bérziña kungs) - Counterpart

C: **Bērziņa kungs, es gribētu jūs iepazīstināt ar Amerikas Miera korpusa brīvprātīgo darbinieku Hariju Smitu. Harij, skolas direktors Bērziņa kungs.**

Director B: **Ļoti patīkami iepazīties.**

PCV: **Priecājos.**

VOCABULARY

kungs	Mr.
iepazīstināt	to introduce
Miera korpuss	Peace Corps
brīvprātīgais	volunteer
darbinieku	worker
skola	school
direktors	director
ļoti	very
patīkami	pleasant
iepazīties	to meet
priecāties	to be glad

GRAMMAR AND VOCABULARY NOTE

This dialogue contains a seemingly complicated sentence, but actually this is the way Latvian is spoken, especially in the sort of polite situation we find here. Also, the second and third sentence can be interchanged.

Kungs and **kundze** (Mrs.) are always placed behind the family name.

In writing the title of an agency or a book, only the first letter of the first word is capitalized, as can be seen in the translation of "Peace Corps". There may be an easier way to translate "Volunteer", but I don't know of any.

DAINA:

Aiz ko mani kungi sūta
Garajā celiņā?
Zināj' mani gudru vīru,
Redz barotu kumeliņu.

For what did my lords send me
On such a long trip?
They know I am a wise man,
and see a well-fed horse.

APPENDIX ONE: TRANSLATIONS OF DIALOGUES

Topic 1: Personal ID

1. Colleague: Hello!
PCV: Hi! How are you?
C: I'm fine, thank you. And you?
PCV: Thank you, fine.

2. New Acquaintance: My name is Daina. I'm a Latvian.
PCV: My name is Joe. I'm an American.

3. PCV: Aija, meet my roommate, Mara!
Aija: Very nice to meet you.
PCV: This is my friend, Aija.
Mara: I am happy to meet you, Aija!

4. Roommate: Don't you feel well?
PCV: No.
R: What's wrong with you?
PCV: My stomach hurts...
(Later)
R: How do you feel?
PCV: Thank you. I now feel much better.

5. PCV: See you later, John!
C: See you! We'll meet tomorrow!

Topic 2: Classroom Orientation

1.T: Please open the window!
PCV: I don't understand. Please repeat.
T: Open the window!
PCV: What does "attaisi" mean?
T: What don't you understand?
PCV: I don't understand the word "attaisi".
T: "Attaisi" means "open".

2. PCV: What do you call this in Latvian?
T: In Latvian that is called "galds".
PCV: And how do you say "friend"?
T: "Friend" in Latvian is "draugs".

3. T: Listen carefully!
PCV: Fine.
T: Now, write down... Have you finished?
PCV: Not yet. Wait a minute, please!

Topic 3: Counterpart

1. PCV: That's an interesting ring. Is that a wedding ring?
HCN: No, the wedding ring's on my right hand. That ring is called a Namejs ring.
PCV: Are you married?
HCN: Yes, I got married two years ago.
PCV: Do you have children?
HCN: I have a son named Mikelis. Are you married?
PCV: No, I am not married.

2. HC: How many children in your family?
PCV: I have three sisters and two brothers.
HC: Such a large family!
PCV: May mother really loves children.

3. PCV: Do you have brothers and sisters?
HC: I have no sisters. I have a younger brother, Janitis.
PCV: How old is he?
HC: Much younger than me. He is only five.

4. HCN: What kind of work are you doing here?
PCV: I am a United States Peace Corps Volunteer.
HCN: What is that?
PCV: Peace Corps is a volunteer organization that send workers to about 90 countries.

5. PCV: How many rooms is this apartment?
HCN: Three room apartment.
PCV: Which will be my room?
HCN: First door on the right.

6. PCV: Could you show me where the bathroom is?
HCN: Second door on the left.

Topic 4: Money

1. PCV: I would like to exchange dollars for rubles.
Teller: How much would you like to exchange?
PCV: What is the exchange rate for dollars against rubles?
Teller: One dollar for eighty-eight rubles.
PCV: Then I would like to exchange twenty dollars.

Topic 5: Communications

1. (Phone rings.)
PCV: I'm listening.
Caller: Good evening. Is Marite home?
PCV: Wait a minute. I'll go look.
Caller: Thank you.
(Marite is not home.)
PCV: She's not here.
Caller: Could you tell her that Daina called and for her to call back.
PCV: Fine. I'll tell her.

2. PCV: Is Janis able to speak?
HCN: Yes, I'll call him to the phone.
PCV: Thank you.
Janis: Hello?
PCV: Hi, Jani! How's it going?

3. PCV: I would like to buy 10 envelopes.
HCN: Please.
PCV: How much does it cost to send a letter to USA?
HCN: Two rubles, 50 kopecks.
PCV: Please, give me two hundred and fifty rubles worth of stamps.

4. PCV: I would like to reserve a call to the USA.
Operator: What time would you like to call?
PCV: Three in the afternoon, if it is possible.
Operator: Yes. Be at home from three to four-thirty.
PCV: Thank you.
(Later.)
Operator: Did you reserve a call to the USA?
PCV: Yes.
Operator: Stay by the phone. We will now try to connect you.
PCV: Thank you.

Topic 6: Food

1. PCV: I would like for the first course fresh cabbage soup, for the second sauteed beef with mushroom sauce.
Waiter: We apologise. All of our beef dishes are gone. Only the pork dishes are left.
PCV: So sorry. Then, please pork chops.
Waiter: Fine. For the first fresh cabbage soup, the second pork chops. Would you like some dessert?
PCV: What can you offer?
Waiter: Fresh strawberries with whipped cream, chocolate cream, and ice cream.
PCV: I would like the strawberries.
Waiter: Fine.

2. PCV: May I have the bill?
Waiter: Please.
PCV: (Paying) Thank you. Everything was very delicious.

3. HCN: I want to eat.
PCV: What do you eat for lunch?
HCN: I like cooked meat, potatoes, and cabbage.
PCV: Such a large lunch!
HCN: We usually eat a lot for lunch, and less for dinner.

4. HCN: Do we have milk?
PCV: How much do you need? We have only a little cup.
HCN: Only a teaspoon. I need milk for coffee.
PCV: Please.

5. PCV: Could you pass the pepper?
HCN: Please.
PCV: Thank you. Please, pass the butter!
HCN: Something else?
PCV: No, thank you. That's all.

6. HCN: Could I offer you another slice of bread?
PCV: Yes, thank you. That is very delicious. That I can still eat.
HCN: And another piece of meat with sauce?
PCV: No, thank you. I am truly full.

7. HCN: How do you prepare beef in America?

PCV: We often cook steaks on charcoal with hot sauce.
HCN: Is there something similar in Latvia?
PCV: The sauce is very similar to shashlik sauce.

Topic 7: Transportation

1. PCV: Could you tell me when the next train to Riga departs?
HCN: The next train to Riga arrives at the station at one o'clock in the afternoon and departs at one oh five.

2. Driver: Where do you need to go?
PCV: Blaumana St., number two.
(Later.)
PCV: Please, stop here at the entrance! How much do I owe you?
D: 60 rubles.
PCV: Here you are.

3. PCV: Please, two adult tickets, one child's ticket to Saulkrasti.
Salesperson: Please, you must pay four rubles, fifty kopecks.
PCV: How much does the child's ticket cost?
S: A child's costs 50 kopecks and adults': 2 rubles.

Topic 8: Directions

1. PCV: Could you tell me where to find the post office?
HCN: The post office is on Marijas St. next to the train station.
PCV: Is that far from here?
HCN: No, by foot it is only 5 minutes.

2. PCV: Could you tell me the way to Brivibas Street?
HCN: At the third street you have to turn left, then at the second street turn right.
PCV: I turn left at the second street?
HCN: No. You have to turn right. That'll be Alexander Caks street.
PCV: Thank you.

Topic 9: Shopping

1. PCV: I, please, need size 41 shoes. What kind do you have?
Shopk: We have black and brown.
PCV: Do you have sneakers?
Shopk: Today we do not have sneakers.

PCV: Thanks. I'll look elsewhere.

2. PCV: How much do I pay for mittens?
S: 200 rubles.
PCV: I would like to buy two pairs of mittens.
S: Fine. You must pay 400 rubles.
(Later.)
PCV: Do you also sell amber necklaces?
S: Unfortunately, they are already sold out.
PCV: Too bad.

3. PCV: How much do the oranges cost?
Woman: 75 rubles for a kilogram.
PCV: I'll take 3 kilograms, if you'll sell them for 65.

Topic 10: Social Life

1. HCN: How are you?
PCV: I miss my home.
HCN: You are sad?
PCV: No, I'm not sad. I like being here and working.
HCN: But, are you happy?
PCV: Yes, I'm happy. I simply miss my home.

2. PCV: Can't you help me?
HCN: Excuse me.
PCV: It's difficult to understand this schedule.
HCN: What can I help you with?
(Later.)
PCV: Thank you very much for helping!
HCN: It's nothing.

3. PCV: Thank you for the nice evening. I brought you this book about America and would like to give it to you.
HCN: Thank you. What a nice present! It has such colorful pictures.
PCV: You're welcome.

4. II: Wouldn't you like to come to my house this evening?
PCV: No, thank you. I am really tired and I want to go home.
II: Fine. Then maybe some other time.
PCV: Yes, some other time then.

5. PCV: Where is the folk dance rehearsal happening this evening?
HCN: In the big hall.
PCV: What time does it start?
HCN: At 6 PM.
PCV: Are you going?
HCN: I had thought to go.
PCV: It seems to me, that I'm going, too.

Topic 11: The Workplace

1. T: Tell me, what kind of job did you have in America?
PCV: I am a high school teacher in the state of Ohio.
T: But why are you here?
PCV: I applied to help other teachers teach English.

2. J: What do you need?
PCV: Could you unlock this door?
J: Do you need anything else?
PCV: Would it be possible to turn on the heat?
J: It's already on. We have no fuel.

3. T: Do you earn a lot of money here?
PCV: I'm given an allowance for food and necessities.
T: Why didn't you stay in America to earn money?
PCV: I wanted to go to another place to tell about America and learn about your country.

4. PCV: Couldn't we set up a time to meet to discuss your son's studies?
Parent: I can come to you tomorrow after classes.
PCV: Good, then it's decided! I will be free around four.
Parent: Actually, four-thirty would be better.
PCV: Then until we meet.

5. PCV: What kind of activities do the children participate in after school?
HCN: Many boys are in sports clubs and after school go to practices.
PCV: And the girls?
HCN: Girls do many things. Many go home to help their mothers with acquisition of food. Others learn how to sew and knit, because there are no clothes in the stores!

Topic 12: Medical/Health

1. PCV: You look pale. What's wrong?
HCN: I don't feel well.
PCV: Does your head hurt?
HCN: No, I'm dizzy and something's not right with my stomach.
PCV: Better sit down.

2. PCV: Do you have something for diarrhea?
Pharmacist: Yes. Maybe this will help.
PCV: What is the dose?
Pharmacist: 2 tablets 3 times a day. I will give you 20.

3. PCV: My stomach hurts very much.
D: Does it hurt on the left or right side?
PCV: It hurts on the left.
D: Are you having a hard time breathing?
PCV: Yes.
D: Are you vomiting?
PCV: No.
D: It is possible that we will have to take out your appendix.

4. PCV: Please help me!
P: What is it?
PCV: I need an ambulance.
P: What happened?
PCV: I broke my leg.
P: I will call the ambulance right away!

Topic 13: Personal ID 2

1. HC: I graduated from technical school. What kind of education do you have?
PCV: I got an undergraduate degree in economics from Northwestern University in Chicago, but then a Master's in the field of business.
HC: I wanted to study, but I didn't pass the exams.
PCV: What did you want to study?
HC: I wanted to be an engineer like my uncle.

2. GO: You teach English at the third high school?
PCV: Yes, I will work at the high school for two years. What kind of work do you do?
GO: I am the trade minister's third undersecretary.
PCV: What are you responsible for?

GO: I oversee the shipping in our ports.

3. Counterpart: Mr. Berzins, I would like to introduce you to the American Peace Corps Volunteer, Harry Smith. Harry, the director of the school, Mr. Berzins.
Director Berzins: Very nice to meet you.
PCV: I'm glad to meet you.

Appendix Two: Grammar References

Pronouns in Latvian:

SINGULAR
Nominative, Dative

es, man	I, for me
tu, tev	you, for you
viņš, viņam	he, for him
viņa, viņai	she, for her

PLURAL

mēs, mums	we, for us
jūs, jums	you, for you
viņi, viņiem	they, for them
viņas, viņām	they, for them

Latvian Nouns:

(from Easy Way to Latvian)

As we have said, Latvian is a highly inflected language. That means that the changes need to indicate what the subject is, where the ownership lies, to who something is given, who receives an action, or where something is happening are shown within the noun, pronoun, adjective or numeral, marked by distinctive endings.

Latvian nouns have two genders, the masculine and the feminine. Masculine nouns in the nominative singular case usually end in **-s**, **-š**, or **-is** (**draugs** "friend", **ceļš** "road", **brālis** "brother") and feminine nouns in **-a** and **-e** (**sieva** "wife", **māte** "mother"). About fifty, many often-used, nouns of the femine gender end in **-s**.

Latvian nouns are divided into six groups called declensions, three masculine and three feminine. These are determined by declensional stem vowels and gender-indicating endings. The nouns have seven cases marked by distinctive endings and answering to definite questions; however, in this program we'll study only five.

Nominative:	**Kas?**	"who" or "what?" (subject)
Genitive:	**Kā?**	"whose" or "of what?"
Dative:	**Kam?**	"to whom" or "for whom?" (indir. obj.)
Accusative:	**Ko?**	"who" or "what?" (direct object)
(Instrumental:	**Ar ko?**	"with whom" or "with what?")
Locative:	**Kur?**	"where" or "when?"
(Vocative:		Exclamation only)

Declension of Nouns:

(from Easy Way to Latvian)

Masculine

	a-stem		i-stem	u-stem
singular				
Nom.**kas?**	**tēvs**	**ceļš**	**brālis**	**medus**
Gen.**kā?**	**tēva**	**ceļa**	**brāļa**	**medus**
Dat.**kam?**	**tēvam**	**ceļam**	**brālim**	**medum**
Acc.**ko?**	**tēvu**	**ceļu**	**brāli**	**medu**
Loc.**kur?**	**tēvā**	**ceļā**	**brālī**	**medū**
plural				
Nom.**kas?**	**tēvi**	**ceļi**	**brāļi**	**medi***
Gen.**kā?**	**tēvu**	**ceļu**	**brāļu**	**medu**
Dat.**kam?**	**tēviem**	**ceļiem**	**brāļiem**	**mediem**
Acc.**ko?**	**tēvus**	**ceļus**	**brāļus**	**medus**
Loc.**kur?**	**tēvos**	**ceļos**	**brāļos**	**medos**

* Most u-stem nouns are used in the singular case only. Should you need to use the plural, notice that it is conjugated according to a-stem rules.

Feminine

	a-stem	e-stem	i-stem
singular			
Nom.**kas?**	**māsa**	**māte**	**acs/telts**
Gen.**kā?**	**māsas**	**mātes**	**acs/telts**
Dat.**kam?**	**māsai**	**mātei**	**acij/teltij**
Acc.**ko?**	**māsu**	**māti**	**aci/telti**
Loc.**kur?**	**māsā**	**mātē**	**acī/teltī**
plural			
Nom.**kas?**	**māsas**	**mātes**	**acis/teltis**
Gen.**kā?**	**māsu**	**māšu**	**acu/telšu**
Dat.**kam?**	**māsām**	**mātēm**	**acīm/teltīm**

Acc.**ko?**	**māsas**	**mātes**	**acis/teltis**
Loc.**kur?**	**māsās**	**mātēs**	**acīs/teltīs**

Verb Conjugations:

(from Easy Way to Latvian)

I. Conjugation:

All verbs which have one-syllable infinitives belong to the I. conjugation (prefixes such as ap-, pie-, uz- etc. are not counted). The infinitives for these examples are **ēst** "to eat" and **prast** "to know how."

	Tagadne/Present	Pagātne/Past	Nākotne/Future
es	ēdu/protu	ēdu/pratu	ēdīšu/pratīšu
tu	ēd/proti	ēdi/prati	ēdīsi/pratīsi
viņš	ēd/prot	ēda/prata	ēdīs/pratīs
mēs	ēdam/protam	ēdām/pratām	ēdīsim/pratīsim
jūs	ēdat/protat	ēdāt/pratāt	ēdīsit/pratīsit

All I. conjugation verbs follow this pattern of endings. Notice how the base used throughout the tens is found in the 3rd person (**viņš**) form - **ēd/prot** in the present, **ēd-/prat-** in the past and **ēdī-/pratī-** in the future tense. It is to the bases that you add the variable endings.

II. Conjugation:

This is the most systematic one of the three conjugations. Study the following verbs **runāt** "to speak" and **dzīvot** "to live."

Please notice that a long stem vowel plus **-j-** is inserted between the verb base and the conjugational endings in the present and past tenses (**-o-** is a diphthong, pronounced **uo**, and therefore has the same length as a long vowel). The **-j-** is inserted to keep the conjugational ending from blending with the long stem vowel, which would be difficult to pronounce. The other long stem vowels in this conjugation are **-ē-** as in **meklēt** "to look for, search", **-ī-** as in **medīt** "to hunt" and **-ū-** as in **dabūt** "to get." The bases stay the same in all tenses.

es	runāju/dzīvoju	runāju/dzīvoju	runāšu/dzīvošu
tu	runā/dzīvo	runāji/dzīvoji	runāsi/dzīvosi

viņš	runā/dzīvo	runāja/dzīvoja	runās/dz^īvos
mēs	runājam/dzīvojam	runājām/dzīvojām	runāsim/dzīvosim
jūs	runājat/dzīvojat	runājāt/dzīvojāt	runāsit/dzīvosit

III. Conjugation:
This is also a systematic conjugation. Study the following verbs, **gribēt** "to want" and **lasīt** "to read." In the present tense the endings are added directly to the verb bases. In the past tense the long stem vowel, seen already in the infinitive, plus the letter **-j-**, are inserted between the base and the endings. The future tense has no need for the **-j-**, since the long stem vowel is followed by a consonant.

	Tagadne/Present	Pagātne/Past	Nākotne/Future
es	gribu/lasu	gribēju/lasīju	gribēšu/lasīšu
tu	gribi/lasi	gribēji/lasīji	gribēsi/lasīsi
viņš	grib/lasa	gribēja/lasīja	gribēs/lasīs
mēs	gribam/lasā	gribējām/lasījām	gribēsim/lasīsim
jūs	gribat/lasāt	gribējāt/lasījāt	gribēsit/lasīsit

As you study and compare the three conjugations, remember that only the present tense contains ending variations. In the past and future tenses, the same sets of endings are used for all verbs. They, and the two sets of present tense endings, are given in the following chart. (Exceptions are "reflexive" verbs.)

	PRESENT TENSE		PAST TENSE	FUTURE TENSE
	Set A	Set B		
1.sing.	-u	-u	-u	-šu
2. sing.	--/-i	-i	-i	-si
3.	--	-a	-a	-s
1. pl.	-am	-ām	-ām	-sim
2. pl.	-at	-āt	-āt	-sit

Glossary

atrodas	is found
birojs	office
blakus	next to
stacijai	station
ceļu	route, road
trešās	third
jāgriežas	must turn
otrajā	second
kurieni	where
jābrauc	must drive
aizvest	take
ielai	street
numurs	number
atiet	to depart
nākāmais	next
vilciens	train
pienāk	to arrive
trīspadsmitos	at thirteen o'clock (1 PM)
nulle	zero
piecās	five
gatavo	to prepare
bieži	often
cepjam	to cook
bifštekus	steaks
oglēm	charcoal
aso	sharp, hot
līdzīgs	similar
sašlika	shish-kabob
abolus	apples
aiziešu	I will go
aizvakar	day before yesterday
Amerikas savienotām valstīm	U.S.A.
amerikānis	American (masc.)
apēst	to eat
aploksnes	envelopes
apmainīt	to exchange
apmēram	about
apprecējos	I was married

apskatīties	to look around
ar	with
astoņdesmit astoņiem	eighty eight
atkārtojiet, atkārto	repeat
attiecībā	in relation to
atvainojamies	we apologise
atzvana	to call back
augļi	fruit
beigušies	have ended
bērni	children
bērnu, bērnus	children
bija	was
brīvprātīgo	volunteer (adj., akuz.)
brālis	brother
brāļi	brothers
bumbierus	pears
būs	will be
būtu	would be
cepta	cooked
cetriem	four
cik	how many
cūkgaļas	pork
darbinieks, darbiniekus	workers
darbinieku	worker (akuz.)
daudz	much
desmit	ten
dēls	son
diena	day
direktors	director
divdesmit	twenty
divi	two
diviem	two
divsimtpiecdesmit	two hundred and fifty
dolārus, dolāra, dolārs	dollars, dollar's, dollar
durvis	door
dzīvoklis	apartment
ed, ēdam	to eat
edieni	foods (dishes)
es	I
esi	you are

esiet	be (formal)
esmu	I am
gabalu	piece
gadiem	years
garšīgi	delicious
garšo	to like (specifically, eating)
gaļu, gaļas	meat
gimenē	in the family
gribētu	I would like to
iedodiet	to give
iepazīstināt	to introduce
iepazīties	to meet
iespējams	possible
iet	going
ir	is
istabu, istaba	room
ja	if
jaunākais, jaunāks	youngest, younger
jums	for you (dative)
jūties, jūtos	feel
jā	yes
ka	that
kafijai	coffee
kaiš	bothering
kapeikas	kopecks
karbonādi	pork chop
kartupeļi	potatoes
kas	what
kaut ko	something
klausies	listen
klausos	I'm listening
klausules	receiver
ko	what
krūzīte	little cup
kungs	Mr.
kur	where
kura	which (fem.)
kurss	exchange rate
kā	how
kā klājās	how are you? (idiom)

kāds	what
kādā	at what
kāpostu	cabbage
labdien	good day
labi	well
labvakar	good evening
labāk	better
lai	for
laikā	time
latviete	Latvian (fem.)
latviski	in Latvian
liela	big (feminine)
liellopu	beef
līdz	to
loti	very
lūdzu	please
maizes	bread
maksā	to cost
mamma	mother
man	for me
mana	my
manis	me
mans	my, mine
mazmājiņa	toilet (little house)
mēģināsim	we will try
mērci	sauce
mērcīti	sauce (diminutive)
Miera korpusa	Peace Corps (gen.)
mīl	loves
mājās	home
māsas	sisters
māsu	sisters
nav	not to have
nejūties	don't feel
neprecējies	unmarried
nesaprotu, nesaproti	to not understand
nevarētu	couldn't
nē	no
no	from
nopirkt	to buy

noraksti	write down
nordarbojieties, nodarboties	to do (work)
nozīmē	to mean
ogas	berries
organizācija	organization
otrajā	for the second course
otrās	second (fem.pl.)
pa kreisi	on the left
pa labi	on the right
pabeigusi	finished (feminine)
paēdis	to be full
pagaidiet	wait
paldies	thank you
palieciet	to stay
palikuši	are left
palūgt	to ask for
par	than
parādīt	to show
pasaukšu	I will call
pasaules	world's
pasniegt, pasniedziet	to pass
pasta markas	stamps
pateikt, pateikšu	to tell, I will tell
patiešām	truly
patīkami	pleasant
pēc	after
pēcpusdienā	afternoon
pie	to
piecdesmit	fifty
pieci	five
piedāvāt	offer
piedāvāt	to offer
piens	milk
pieteikt, pieteicāt	to reserve (infinitive, past)
pietiksies	to be enough
piparus	pepper
pirmajā	for the first course
pirms	before
pirmās	first (fem., pl.)
precējies	married

pret	against
priecājos	I am glad
pulksten	o'clock
putu krējumu	whipped cream
redzēšanos	seeing
rēķinu	bill
rīt	tomorrow
rubļiem, rubli	rubles, ruble
runājams	able to speak
saka	to say
saknes	vegetables
saldējums	ice cream
saldo ēdienu	dessert
sarunu	conversation
satiksimies	let us meet
sautētu	sauteed
savienot	to connect
seit	here
septiņdesmit	seventy
sēnes	mushrooms
sēņu	mushroom
sis	this
skaista	beautiful
skolas	school
sodien	today
sokolādes krēms	chocolate cream
sūta	sends
sūtīšana	sending
svaigu, svaigas	fresh
sveiki	greetings
sviestu	butter
sāp	hurts
sķēli	slice
tad	then
tagad	now
tas	that
tavā	in your
tejkaroti	teaspoon
telefona	telephone
tev	for you

tik	such
tikai	only
trijos, trijiem	at three
trīs	three
tā	that
tāds	that
un	and
uz	to
uz	to
uzgaidiet	wait
uzmanīgi	carefully
vai	question word
vajag	to need
vakardienas	yesterday
valstīs	in the countries
varētu	could
varu	to be able
vecs	old
vēders	stomach
vēl	yet
vēlētos, vēlos	would like to, want to
vēlreiz	again
vērtībā	in the worth
vēstules	letter's
viens	one
viņš, viņam	he
viņas, viņai, viņa	she, her
viss	everything
visvairāk	most of all
visādas	all kinds of
vārds	name
vārdu	word
vārdā	by the name of
zemenes	strawberries
zēl	sorry
zupu	soup
zvanījusi	has called
zvanīt	to call